

TEACHING FACTORS THAT AFFECT STUDENTS' DEVELOPMENT OF
READING SKILLS IN A COLOMBIAN PUBLIC UNIVERSITY

Teaching Factors That Affect Students' Development of Reading Skills in a
Colombian Public University

José Luis Barros Ferrer

MAESTRIA EN LA ENSEÑANZA DEL INGLÉS

FUNDACIÓN UNIVERSIDAD DEL NORTE

Barranquilla, 2017

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1. Introduction

1.1 Description of the context

This research endeavor was carried out in a group of undergraduate students of fourth semester belonging to the Foreign Language Teacher Education Program in a public university in Colombia. This program serves about 1000 and 1100 students from several socioeconomic strata, especially from one through four socioeconomic households. In Colombia, social strata are classified by the place people live and economic work area. Therefore, strata 1 through four include street vendors, couriers, messenger, informal salespeople, self-employed members, and employees in companies.

This institution offers a large number of academic programs. One of these programs is Foreign Language Teacher Education, whose main objective is to teach students not only the language skills, but also teaching skill. Before they finish such degree, students have to take the PRUEBAS SABER PRO, which is a national standardized test to measure students' performance and to provide feedback on their academic and professional fields. Reading Comprehension is one of its components.

1.2 Importance of the Study

This project is of paramount importance to Universidad del Atlántico for the following reasons:

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- ✓ Pertinence: Reading has become one of the most important skills since it is one of the abilities to obtain and interpret information as well as reach academic success in the college environment. Nowadays, globalization and Internet have taken a major role and people around the world have to read several types of texts in order to get the most updated information and make informed decisions. Therefore, the better trained/skilled the learner is at reading texts, the faster and easier it will be for her/him to discern relevant from irrelevant information in texts as well as face present and future academic, personal and professional challenges that demand the mastery of such skill. On the other hand, results from years 2010 until 2017 have shown that there is a group of students from the Foreign Languages Teacher Education program at Universidad del Atlántico, whose results are average or low in reading, when they are expected to teach this skill as future teachers.

Furthermore, if reading instruction is approached by this researcher and flaws are found and analyzed, some methodological practices could be modified in order to improve the reading competence of learners. Consequently, if done so, they could enjoy the benefits this skill leads, such as: entertain, inform, persuade, address any kind of information the text includes, enhance memory and vocabulary acquisition, develop critical approaches to information, improve their intelligence and organizational skills by developing goal prioritization, succeed at reading all the materials the degree requires and/ or includes, among other things (Khairuddin, 2013).

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In addition to this, in the experience of this researcher, reading is usually taught in most Colombian classrooms to answer questions aimed at checking comprehension, such as true or false, fill in the gaps, choose A,B,C, etcetera. Students and teachers rarely explore the text in a way that goes beyond the printed word because of several factors, for instance: teachers with poor or no reading instructional expertise, time devoted to teach this skill, large classrooms, and students with poor or not well-founded reading skills, among others.

- ✓ **Relevance:** With respect to methodological issues, this research attempts to analyze those factors related to L2 reading instruction that hinder the development of reading skills. This involves what text types, strategies and activities the teacher favors, how the activities are sequenced, how the teacher monitors and checks textual understanding, to what extent such methodology really develops or not reading competence, what level of reading the questions or exercises made by the teacher leads to, etcetera. Grabe and Stoller (2002) state that the level of effectiveness in reading instruction is affected by several instructional and motivational issues, as follows: how appropriate the lesson objectives are, how reachable they are, how tasks and activities are sequenced, how clear instruction is and directions are, how suitable materials are, teacher and student attitudes, time spent to teach this skill, how motivated students are, and how trained teachers and learners are in reading skills. Therefore, the understanding of the above factors, the most likely the result of applying a methodology and carrying out activities that better foster reading

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competence. In addition to this, the knowledge of text structure and purpose improve text understanding and information recollection (Williams, 2005)

- ✓ Feasibility: the researcher has a C1 level according to the Common European Framework along with the fact that he works in the place where such project is taking place. The coordinator of the program, the teacher that is going to be observed, as well as his students, have been supportive and there are minimum expenses.

1.3 Statement of the Problem

This research set up the purpose of analyzing what teaching factors hinder students' reading comprehension skills. Students are in the fourth semester of the Foreign Language Teacher Education Program in a public university. Their English level was B1 and B1+ or Pre-Intermediate according to the Common European Framework.

In 2010, their result in PRUEBAS SABER PRO showed that almost 80% of the students in this program had either a low or an average performance in reading comprehension. This is worrisome because they were expected to train their own students in language skills, reading being one of them. The aforementioned situation started to change when the results from 2011 showed that the students from this program obtained one of the highest scores. In 2017, however, the situation changed. There are good results in Pruebas Saber Pro, but there is still a group of students, whose results are average or low in the reading section, even though this exam is in Spanish. Despite this, students who are expected to be

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teachers and teach these skills, reading among them, show low or average reading performance themselves. In fact, the results show that students from Engineering had a better reading level than those from the Foreign Language Teacher Education program. Consequently, the question arises: what happened? How could this possibly take place? Besides, a diagnostic test was applied in students from first, fifth and ninth semesters and the results showed that some of them did not reach the expected reading performance level, an alarming result, taking into account that they are going to be language teachers, whose role includes, among others, teaching reading skills. As a result, the issue to address in this project is the factors or issues related to L2 reading instruction that have prevented some students from achieving the expected level

This project attempts to answer the following questions:

- ✓ What are the characteristics of the teacher's methodology related to reading instruction?
- ✓ What factors related to teacher's reading instruction hindered the development of reading skills?
- ✓ How do students approach the reading of texts?
- ✓ How do students overcome reading difficulties?
- ✓ What strategies, text types, and activities does the teacher favor?
- ✓ What strategies, text types, and activities does not the teacher favor?

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2. Objectives

2.1 General

- ✓ Analyze the teaching factors regarding L2 reading instruction that hindered the development of students' reading skills

2.2 Specific

- ✓ Characterize L2 reading instruction teacher's methodology.
- ✓ Identify the factors related to the teachers methodology that hinder the development of reading skills
- ✓ Identify the processes that take place when students read
- ✓ Identify reading difficulties and how students overcome them

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3. Conceptual/ Theoretical Framework

This chapter deals with the concepts and theories related to reading, skills and strategies; factors that affect reading comprehension development and implications, some general considerations about reading instruction as well as certain reading instruction approaches: direct explanation, reciprocal teaching, questioning the author collaborative strategy reading, transactional strategies, a proposal for a balanced approach to reading instruction. Moreover, this section will deal with some issues belonging to genre and genre pedagogy, and finally, some aspects related to read aloud and translation in reading instruction.

3.1 What is reading?

Reading has had several definitions. Alderson and Urquhart (1984), see reading as an interaction between the text, the reader and the author, even though this last participant has not been completely emphasized or included in most definitions. They usually or almost always include only the reader and the text. One of the authors who has addressed this issue has been Widdowson (1979), especially the reasons and ways how the author's ideas are turned into texts, that are interpreted or drawn by the reader.

Another authors Carrell, Devine and Eskey (1988) define reading as a psycholinguistic operation that begins with the linguistic superficial representation encoded by the author and finishes with the construction of meaning by the reader. Therefore, there is a dialogue between thought and language while reading. The

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author encodes to turn his/her thoughts into language and the reader decodes to transform language into thoughts

Besides, reading can be viewed as a dialogue between the reader and the text, whose meaning can be drawn and constructed by means of interaction and reader's engagement with the written language the text includes (Rumelhart, 1994)

3.2 Reading Models: L1 and L2

L1 and L2 reading involves three models as follows (Aebersold & Field, 1997; Salataci, 2002)

- ✓ Bottom-up. This model states that the reader constructs the text from simple to complex. In other words, the reader starts with letters, then words, then sentences, and finally paragraphs. In fact, the reader is unaware of such sequence
- ✓ Top –down: This model states that the reader's background knowledge, expectations, initial suspicions, curiosity or ideas about what the text or passage is about come in play. It means, the reader interacts with the text until all these personal issues are confirmed, satisfied and they are rechecked when new information appears
- ✓ Interactive: this model is a combination of the aforementioned models. According to the same author, both models are used simultaneously or at the same time depending on the type of text in addition to the reader's inner items

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(background knowledge, initial expectations, etc.). This one is much more accepted by most researchers, including this researcher.

3.3 Reading approaches

According to authors such as Alderson and Urquhart (1984), Block (1992), Goodman (1970), Hudson (1982), among others, the strategies L1 readers use are the same for L2 readers. Based on this information, reading can be considered as a process as well as a product in both languages. It can take the first approach since it involves the conversation between two participants: reader and the passage. In this conversation, the reader undergoes certain tasks, as follows: linking the topic to what he/she already knows, what the topic means to him/her in terms of interest, preference, or usefulness, as well as establish the reason why he/she reads (fun, information, clarify doubts, etc.). It means, reading can be addressed as Process- Oriented. Furthermore, reading is seen as a product due to the expected result of reading, which is understanding the information the article displays or depicts (Alderson, 2005). Hence, it can be seen as Product- Oriented. Last, but not least, reading can involve a combination of both approaches, since the reader has to undergo the above operations (linking the topic, finding meaning, etc) to reach text understanding, reading's expected goal. Thus, reading can take an Interactive nature.

3.4 Reading skills and reading comprehension

Reading skills are defined as those abilities the person owns when he/she faces the text, as follows: getting meaning from words, obtaining an approximate

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/possible meaning from context, skimming or getting the gist, searching for specific information, evaluating, among others. Another approach to define reading skills could be those cognitive abilities the reader uses to deal with any kind of text. Such skills include: knowing vocabulary, reading critically, comprehension, possessing certain study skills, locating information, knowing about spelling mechanics and comprehension (Alderson, 2000; Braam and Walker, 1973; Wier & Urquhart, 1998).

3.5 Learning strategies for reading

According to Aebersold (1986) and Yamashita (2002), reading involves certain courses of action an individual takes to overcome reading difficulties, which include cognitive and metacognitive strategies. Such courses of action can be transferred from L1 to L2, as it was mentioned in the section Reading approaches.

The first group, cognitive reading strategies, could be defined as those ones aimed at succeeding reading problems. These strategies involved in reading include the following (Knight, Padron, & Waxman, 1985, Koda, 1988):

- ✓ Rereading: read for the second time or as many times he/she needs to when the meaning has not been acquired in a clear way or when the reader attempts to clarify doubts
- ✓ Selective reading: the reader remembers paramount words or appealing sections, chapters and disregards others.
- ✓ Imaging: create a mental picture of the information the text contains as he/she reads

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- ✓ Changing speed: increase or decrease reading speech to face the text more carefully, in detail or omit irrelevant information
- ✓ Assimilating with personal experiences: connecting the information from the text with personal experience or background knowledge
- ✓ Concentrating: focus his/her attention on the text and disregards distractors of any kind.
- ✓ Assimilating with passage events: connecting or thinking about previous events that took place in the story and/or information shown earlier to connect with the new information in the next paragraphs.
- ✓ Noting/searching for salient details: identify the most remarkable events or information from the text.
- ✓ Summarizing: Rewrite the text in a shorter or simpler way with the essential information.
- ✓ Predicting outcomes: As the reader faces the text, he/ she thinks/guesses what information comes next and/or what the result of an event could lead.
- ✓ Self-generated questions: The reader makes questions or insights about the text on his own.

The second group, metacognitive strategies, can be defined as aware, conceived, purposeful, goal –and- future- oriented activities and processes aimed at aiding the reader monitor and reflect on his progress as he/she undergoes a

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task (The New South Wales Department of Education and Training as cited in Meniado, 2016, p. 119). They are classified into three groups: planning, monitoring, evaluating (Iwai, 2011).

The first group is used before reading and deals with triggering previous knowledge about the topic, checking titles and pictures to predict the topic or main subject, setting the reading goal or purpose, among others. The second group is used during reading and include vocabulary monitoring, comprehension check, summarize and infer the main subject or idea of each paragraph, identify crucial words as well as identify relevant information and omit irrelevant one (Israel as cited in Iwai, 2011, p.153). The last one is used after reading and deals with the usefulness and application of the information the reader acquires from the text, to relate to the theme, characters within the passage.

Other metacognitive strategies include:

- ✓ Think aloud: good readers check their insights while they read
- ✓ Infer: They connect, reach conclusions, predict and make opinions by using personal experience and information

Awareness about text layout/structure: They are familiar about how the text is structured, organized and what information is found in order to approach it critically (Power, 2007), the reading process.

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3.6 Reading instructional approaches in L2

Reading instruction either in general is viewed as the teaching techniques whose sole purpose is to develop subskills belonging to drawing information from a series of texts, such as: skimming or getting the gist, find specific information or scanning and identify the author's purpose or expected audience or critical reading (Bruce, 2011)

This researcher sees reading instruction as the craft of teaching reading. This includes teaching on strategies, text types and how to face them, among other issues.

There have been several approaches to teach this skill in L2. Some of them favor explicit instruction of such skill; others aim at teaching this in an indirect way, so to speak. These approaches to teaching reading are shown below:

3.6.1 Direct Explanation

This approach was created by Roehler and Duffy (1984). In this approach, reading strategies are not taught individually, since its focus is to aid learners raise awareness about two aspects: see reading as a problem-solving endeavor that requires strategic thinking and how to think in a strategic manner in order to solve reading difficulties. Also, Direct Explanation attempts to develop in teachers the ability to explain both cognitive and reasoning processes involved in the reading process.

The implementation of this approach in the classroom implies the constant teacher training on how to explain the typical reading skills found in beginning as

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strategies or conscious courses of action. In other words, how to teach how to find the main idea of a text viewing it as a problem solving activity and how to think about it strategically speaking.

3.6.2 Reciprocal teaching (RT)

This approach aims at helping the learner obtain text meaning through the use and discussion of four main strategies: prediction, summarization, question generation and classification. Reciprocal teaching involves a series of steps, for instance:

- ✓ The teacher models each strategy. S/he supports this teaching strategy by prompts, questions while they read and discuss the text.
- ✓ When learners become more proficient readers, teacher lowers assistance or guidance in a gradual way.

A more detailed view of these steps is described below in the explanation of class implementation of Reciprocal Teaching.

Reciprocal Teaching has three essential components: dialogue, comprehension strategies and scaffolding. Dialogue starts when learners read the assigned texts. Then, teacher or learner plays the role of the dialogue leader, which is about the use or implementation of the four strategies. The person in charge of playing dialogue leader is responsible for beginning the discussion by asking questions and aiding the group clarify any doubts related to information, words or concepts included in the text. The others are responsible for answering, commenting about such answers and making new questions. Later, the dialogue leader presents a summarized paragraph and invites his/her classmates to explain or comment on it.

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When this stage takes place, students can go or move beyond the simple stated information they find on the text and start paraphrasing or restating in order to build a collective meaning of the passage. Finally, when this is over, the process starts again with a new section of the article and a new dialogue leader (Klingner, Vaughn, & Boardman, 2015)

Scaffolding of instruction is paramount to Reciprocal Teaching. Teacher guides students in the use of strategies and gradually s/he removes him/herself or diminishes his/her guidance and passes the responsibility of using these strategies to the students.

The process of scaffolding is undergone as follows:

- ✓ Teacher explains the objective of learning comprehension strategies: turn students into tactic, strategic readers and better at comprehending texts.
- ✓ Teacher models the reading process in a passage as well as the application of prediction, classification, summarization, question generation strategies by think alouds.
- ✓ Teacher provides explicit instruction in each strategy before continuing reading
- ✓ Teacher and student use strategies while reading and discussing texts in small groups.
- ✓ Teacher offers support while learners attempt to implement strategies by scaffolding techniques, as follows: prompts, elaboration, modification, praise, feedback

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The question that the implementation of this approach arises is: why the use of these four strategies: prediction, classification, summarization, question generation and nothing else? According to Palinscar and Brown (1984), these are the strategies good tactic readers employ to face texts.

3.6.3. Transactional Strategies Instruction

This avenue is focused on teaching reading strategies. (Pressley, Brown, El-Dinary, & Allferbach, 1995). The purpose of this reading instruction approach is the self-regulated use of strategies.

The implementation of this approach in the classroom includes three phases: explanation and modelling, practice and coaching, and transfer of responsibility.

The first stage, modeling and practice, involves the following steps:

- ✓ The teacher makes posters or displays related to the use of reading strategies, which are posted on visible locations.
- ✓ The teacher chooses one strategy to teach, whose definition, importance and time to use is explained as well as its modelling.

The second one, coaching, includes the following steps:

- ✓ Teacher provides moments or opportunities to give feedback and guided practice
- ✓ Teacher coaches by asking what the learner has to do next or how useful the strategy is.
- ✓ Teacher gives students practice regarding strategy selection as well as use/implementation

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The last one, transfer of responsibility, includes the following steps:

- ✓ When learners become proficient, they can use different strategies with particular purposes.
- ✓ Students discuss text meaning in groups
- ✓ They assume responsibility for selecting and using the strategies according to the purpose of reading and activity
- ✓ Teacher continues Coaching

3.6.4. Questioning the author or QTA.

This approach aims at developing understanding of texts, metacognitive skills and critical thinking and responsible management of reading skills (Sencibaugh & Sencibaugh, 2015). When QTA is implemented, the text is approached by means of inquiries and discussions. The effective use of this approach helps learners develop and enhance reading comprehension in narrative and expository texts, as well as make learners raise awareness about the active process involved in reading, since it implies constructing meaning rather than getting information in a passive manner (Beck & McKeown, 2002). These authors describe the goal of this approach (McKeown, Beck, & Worthy, 1993, p.561):

In Questioning the Author, rather than have students reach for text ideas through a strategy, we ask them to go directly to the text ideas. We create an entrée to text ideas by guiding students to think of the meaning of a text as something to be negotiated, as if setting up a dialogue with the text's author.

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The implementation of QTA starts by teachers telling the students that the information they find in texts are somebody's ideas and that book authors could fail in their attempt to display or show such ideas. This is known as deposing the author. Therefore, students are encouraged to identify the underlying ideas or ideas behind the author's words. In this way, the learners judge what the author's ideas are, and if they are clearly delivered. The questions that are used to address these issues are as follows:

- What is the writer's attempting to say/tell?
- Why?
- Is it clearly stated/said?

The first question attempts to encourage students to employ strategies essential to get text meaning. In addition, this first step aims at raising learner's awareness about the requirements the text can make on the reader. The third question aims at liberating the learners to find uncertainty and problems in the text without looking at them as flaws of the learners' own comprehension (p.562). While exploring these uncertainties and problems, they are compelled to adapt or transform ideas in a clearer way. They can do that by making the following questions:

- What other way(s) the author could have said his/her ideas in a clearer way?
- What would you want to say to instead?

By adapting the writer's ideas, students are motivated to enhance comprehension, since they can paraphrase the author's ideas to turn them into the

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reader's ideas. This transformation process implies that students have to check their knowledge, organize it and if necessary, fill missing information related to such knowledge.

Another perspective belonging to QTA is provided by the website Reading Rockets (<http://www.readingrockets.org/content/pdfs/QuestioningtheAuthor.pdf>) , which lists the steps involved in this reading instruction approach, as follows:

- ✓ Prepare Your Students

Teacher tells students they are going to participate in a different reading technique, which may have difficulties, but s/he will guide them every step of the way.

- ✓ Depose the Author

The teacher explores the text and questions its authority. S/he has to be aware that texts are the writer's ideas put on paper, which may not be clearly stated or written. Letting students know about this fact encourages them to approach the text with a critical perspective and are entitled to question the author, which is a new endeavor for them

- ✓ Think Aloud About the Text

The teacher models the QTA approach by first choosing a text or a piece of it. Next, demonstrate the types of insights/reflections a reader should make when he/she reads. Students are allowed to have a copy of the text the teacher is using, so that they can follow. The teacher ought to read aloud, stop in the difficult or appealing sections of the text and speak aloud about anything that is baffling. Saying aloud when the ideas are clear and when they are not, what s/he does to

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interpret or solve these unclear ideas or what to do to identify the author's intended ideas, are important steps in this approach. Students are also allowed to share their feelings about these steps

✓ Connect the Modeling to Discussion

Once learners have approached the text, there is a discussion to exchange insights about their recent reading experience. Such insights relate to issues, such as author's purpose, either why s/he wrote the text or why s/he wrote it in a specific way, among other things.

✓ Recap the Event

When students finish the think-aloud discussion task, the teacher explains that some or most of the steps they underwent will be expected to be done in further sessions. Teacher can provide support by carrying out another think –aloud discussion in the upcoming days

3.6.5 Collaborative Strategic Reading (CSR)

This reading instruction technique is designed for L2 learners. It combines cooperative learning with reading strategy instruction to develop comprehension, language mastery and content learning (Klingner, Vaughn, Arguelles, Hughes, & Leftwich, 2004, p. 157). This approach includes collaborative work between peers to explore and understand content- area texts, based on the belief that cognitive development can be fostered by social interaction. During group work, learners apply the following strategies: prediction, word identification, summary and skim or get the gist of the text. Teachers introduce them by means of modelling, role-plays, think aloud and discussion linked to know when and how to use these strategies.

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3.7 Genre

This term can be defined in a great deal of ways. One of them states that genre is activities types (prayers, sermons, songs, poems) that happen in specific social contexts. Another one considers it as an activity that has specific goals to achieve and takes place when speakers interact as members of society, which include poems, narratives, recipes, broadcasts, among others. (Biber, 1991; Martin, 1984).

Genre is also viewed as how meanings can be configured in texts, and are actually the foundation of text types (Rose & Martin, 2012), a communicative event whose main goal is communicating or interacting with a specific audience, that has particular characteristics related to their layout, style, content, among other things. Lastly, some scholars consider genre as texts types that can be oral or written and have specific communicative aims in determined social contexts (Hyon, 1996; Swales, 1990, 1981). Now, this researcher agrees with the concepts from Swales, Rose and Martin since every genre must pursue a communicative goal using specific mechanisms to achieve it. For that, genres have to contain particular content, structure and other characteristics to reach their expected goal.

3.8 Genre Pedagogy

Now, how can teacher approach genre instruction? An avenue to address such issue has been Genre Pedagogy. This teaching approach was created by authors such as: Rose, Christie and Martin (1984, 2012), Derewianka, (1990),

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among others. They based their creation on the foundations of *Functional Systemic Linguistics* as proposed by Halliday (2014). SFL works under the assumption that language structure is linked to a characteristic context and social role (Bawarshi & Reiff, 2010). Therefore, language is organized in the way it is inside a culture, owing to the fact that this construction serves a social objective inside this culture. The term *functional* refers to the role or work language undergoes in such culture (inform, suggest, convince, etc.). The term *systemic* refers to the way language is structured as a system in order to reach the proposed goals inside the context.

Authors like Derewianka (1990) and Emilia (2005), advocate SFL and Genre Pedagogy, point out the benefits of using a functional approach to language, as follows:

- ✓ It is concerned in how meaning is constructed in the text, not in vague conventions
- ✓ Since meaning is identified in texts as a whole, a functional approach to language depicts how language works at the text level, not at the level of isolated words and sentences.
- ✓ It offers a more interactive approach to meaning. In other words, SFL provides more opportunities for group work in the classroom since meaning is obtained in an interactive and cooperative way.
- ✓ It deals with showing how language works in all areas of the curriculum. Hence, it implies a cross curricular issue.

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- ✓ It can support and why not improve the teaching of writing for specific purposes and audiences in primary, secondary and tertiary education.
- ✓ It contains functional labels based on the role these labels play to construct text meaning, as follows: participants, circumstances, among others

In addition to this, SFL points out that language has three functions: interpersonal, also known as *tenor*, which is the one related to who is participating. Ideational or *field*, related to the experiences that are constructed by language. Finally, textual or *mode*, related to the role or part language plays in the context. In other words, how language works to make a cohesive and coherent discourse, for instance: oral, written, or non-verbal (Emilia, 2014; Rose & Martin, 2012; Rowsell, 2013). There is even a fourth function: the logical function. This one regards with the connections people make between the messages. It means the type of connectors or links that we can use to create cohesive and coherent texts or messages (Thompson, 2013,p.39)

Now, the Systemic Functional Grammar Genre Pedagogy or SFL GP focuses on developing a literacy instruction system or pedagogy that enables learners to face educational discourses that otherwise could be unfamiliar to their lives and approach the genres or text types required in the educational context in a critical and conscious manner. In this way, learners can succeed at school, work and in the community.

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SFL GP works under 3 basic foundations, as follows (Emilia, 2015, p.158)

- ✓ Language has a functional nature: language characteristics are affected by the text objective and situation the text attempts to address, either in an oral or written way.
- ✓ Learning implies an interaction or a social activity: learners develop their language not in isolation, but by interacting with others. especially the teacher, who is trained in language (Droga & Humphrey, 2003)
- ✓ Pedagogy allows knowledge to be more noticeable: Pedagogy is instrumental to tailor knowledge in a way students can realize its existence. Hence, teachers must monitor what their students are required to learn and how to learn it. These issues must be approached in an explicit way taught so that students are aware about the topics they are about to learn and the way they are going to learn them. When students become more autonomous, teachers gradually relinquish his constant aid until the point students can develop skills and address tasks by themselves. (Joyce & Feez, 2012; Rose & Martin, 2012)

Furthermore, SFL GP highlights how crucial grammar knowledge is. Derewianka (1998, p.1), in her book *A New Grammar Companion for Teachers*, lists the benefits of such knowledge:

- ✓ Be able to reflect on how the English language works
- ✓ Be able to use language effectively, appropriately and accurately
- ✓ Understand how different kinds of meaning are created through the use of different grammatical forms so that we can control and shape those meanings more skillfully and effectively ourselves

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- ✓ Critically analyze texts so we can understand how grammar has been used to achieve certain effects
- ✓ Examine patterns of language and word choices so that we can appreciate, interpret and create well-constructed texts
- ✓ Have a shared language for teaching and learning about the main features of the English language.

Moreover, Hertzberg and Freeman (2012) in their book *Teaching English Language Learners in Mainstream Classes*, stated that SFL GP includes 3 stages or steps: constructing topic knowledge, constructing text knowledge and autonomous text production. This model is based on Derewianka (1990) Functional Approach to Language's implementation in class, which includes 5 stages: constructing topic knowledge, constructing text knowledge, guided exercises to foster vocabulary and text knowledge and to analyze language choices.

3.9 Read Aloud and Translation in Reading Comprehension Instruction

In the view of this researcher, some teachers believe that read aloud and translation can hinder the development of reading comprehension, and hence they may affect reading instruction. Some teachers believe that because they have the unique conception that the read aloud is only used for checking pronunciation and translation may engage or lead students to always depend on L1. They can be right, but also, they can be wrong. Read aloud can be also used to monitor the inner workings from learners when they are reading as well as clarify vocabulary doubts, discuss ideas, among others (Beck & McKeown, 2001).

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In addition to this, translation provides benefits that aid reading instruction, for instance: complement grammar explanations, check text understanding if the goal is not developing speaking skills, vocabulary expansion, since learners may use it to define new words (Jan, Li, & Lin, 2014)

From the conceptual revision, the aspects this researcher considers relevant to address are the benefits of using reading aloud translation as a tool to make students aware about what happens when they are reading. In other words, this may lead to a think aloud procedure, which, properly used and guided, it can develop strategic reading and metacognitive skills or the conscious use of metacognitive strategies for specific purposes. On the other hand, translation can offer some advantage, for instance: learners can clarify vocabulary doubts because according to this researcher, not always learners have to use L2 to define meanings of unknown words. Furthermore, learners may use translation occasionally to review meanings or monitor text comprehension. All in all, this researcher may or might attempt to change, to some extent, some teachers' attitudes or beliefs related to the use of these two tools, which can be constructive when teachers have a goal mind and the conscious benefits of the aforementioned instruments

3.10 Factors that Affect Reading Comprehension

According to Alderson (2005), there are two factors that either promote or hinder reading comprehension: those belonging to the reader and those belonging to the text. This researcher used this author more than others in this issue,

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because he addresses them in a more global and practical way. These factors are explained as follows:

3.10.1 Reader Factors

- ✓ Schemata and background knowledge: schemata refer to the mental structures that represent the reader's knowledge that will have an impact on the way the reader remembers and understands the text (Alderson, 2005, p.33). Schemata is classified into two types: formal and content schemata. The former relates to language knowledge as well as text and genre features for instance: organization of the text. The latter is connected with knowledge of the world and the subject (p.34). In other words, if the reader is not familiar with the language of the text, subject, or topic, s/he will have difficulties processing and understanding the text.

- ✓ Knowledge of genre/text type: this issue refers to the fact that texts have unique characteristics that belong to a particular type of text or genre, for example: procedure text types usually have imperatives or explanations that have a relationship of cause and effect (Rose & Martin, 2012). Consequently, if the reader knows about such characteristics and how the information is organized in each one, s/he will be able to identify, among other things, where main ideas and supporting details are, or what information is expected or how the text shows this information. Unfortunately, most research has been focused on the textual features of text types rather than the reader's knowledge of the above text features and how it influences reading comprehension (John Charles

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Alderson, 2005). Mandler (1978) proved that when the content remained constant, but the rhetorical structure is varied, L1 readers found the text difficult to understand.

- ✓ Knowledge of subject matter/topic: if the reader does not know what the article is about, s/he will find it difficult to process the information the passage contains. Therefore, the more familiar the reader is with the topic, the more likely s/he will understand the information in a passage. However, this issue that seems to be obvious can be changed to some extent, because sometimes a reader approaches a text with the purpose of acquiring knowledge about a topic that s/he is totally unfamiliar and wants to learn.

Poor or absent topic familiarity is another factor influencing the development of reading comprehension skills (Urquhart & Frazee, 2012) In addition to this, little or unfamiliar vocabulary related to the topic worsens this difficulty.

- ✓ Knowledge of the world: Also known as background knowledge, is very relevant when it comes to reading. Rumelhart (1977, p.267) states that with the following example:

- The policeman held up his hand and the car stopped

There are not difficulties in understanding this sentence as long as the reader identifies the meaning underlying the action of the police holding up his hand, which means stop and that the car has a driver who also knows such meaning. The reader has to have the aforementioned knowledge in order to infer information

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and facilitate its processing. If not, he or she will have a great amount of difficulty doing the above process. As Alderson (2005) states, "all language processing requires world knowledge" (p. 45)

- ✓ Content schemata: this issue mentioned in the first aspect affecting reading comprehension consists of the previous or background knowledge the reader has about the topic. Anderson et al (as cited in Ke, n.d, p. 2) state that this schema attempts to fulfill three functions or roles:

First, schemata provides the basis for filling the gaps in a text: no message is ever completely explicit and schema allows a coherent interpretation by means of inferential elaboration. Second, schemata contains the reader's interpretation of an ambiguous message. Third, readers monitor and check text understanding by establishing a relationship between things known, as represented by schemata, and the given in a message. Perhaps, the central function of schemata is in the construction of an interpretation of an event, object, or situation. It means that content schemata helps readers interpret the text since it provides the tools to fill in all the gaps it can have by facilitating inference. In addition to this, it helps clarify unclear or ambiguous information the text may contain. Last but not least, content schemata helps the reader verify or confirm if he or she has understood the passage or article. That is why, if the reader does not have a solid content schemata, his or her comprehension will be affected.

- ✓ Cultural knowledge: As well as background knowledge and knowledge of the world, cultural knowledge is crucial since it reinforces, to some extent, the two

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above. When somebody reads, s/he is applying her/his own cultural beliefs and/or knowledge that affect the interpretation of the passage since the reader will adapt it to fit these beliefs. Therefore, the more varied the reader's cultural knowledge is, the easier it will be for him/ her to interpret the information and the cultural aspects the passage attempts to portrait. (John Charles Alderson, 2005)

- ✓ Reader skills and abilities: the same author states that readers have abilities related to learning new knowledge and processing information. In addition to this, he considers that what distinguishes good readers from poor readers is not the awareness about the existence of relevant schemata or the awareness related to the ways to activate them, but the existence of a more general ability called Schematic Concept Formation. This is considered as "the proficiency to finding the common set of features which constitute a single graphic pattern or multiple patterns in a set of stimuli, and the ability to understand the text and especially the story structure of texts" (p. 48). It means, the existence of Schematic Concept Formation reinforces the idea of reading as an interactive and problem solving ability that can be also associated with listening.

Researchers have been concerned about what abilities or skills a good reader has that a poor reader does not, or what skills and abilities lead to a good text understanding. Consequently, they suggested two approaches to solve such issue. One of them is to identify good readers by comparing and contrasting their understanding, process and product with those belonging to the poor readers. The

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second one is to identify beforehand what skills are supposed to be required, and then design a test aimed at measuring such skills (Alderson, 2005, p.48). There is an obstacle related to what skills can be isolated or easily identifiable.

According to Davies (1995), the following mental skills can be distinguished in an empirical way:

- Recalling word meanings
- Drawing inferences about the meaning or a word from context
- Finding answers to questions answered explicitly or in paraphrase
- Weaving together ideas in the content
- Drawing inferences from the content
- Recognizing a writer's purpose, attitude, tone, and mood
- Identifying a writer's techniques
- Following the structure of a passage

When an individual reads, s/he is expected to be able to undergo the following mental tasks:

- Identify and understand main ideas,
- Find the possible answer to questions and the solution to some problems based on the information s/he finds or identifies

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- Identify the mechanisms or tools the author uses to describe/display his/her mood or point of view (Thorndike ,1973)

In order to do all these tasks, the reader is expected to find out the meanings of the words the author of the book or text uses for the aforementioned purpose. According to him, recalling word meanings is a measurable skill.

On the contrary, Spearritt (1972) disagreed with Thorndike's conclusion and stated that there were four separate factors: Recall word meanings, infer from the content, identify writer's or author's tone, mood, attitude and purpose and follow passage structure. He also concluded that the last three were connected or correlated.

On the other hand, Alderson (2005) considered that as for assessment or test design, when judges were asked to say what specific skill or set of skills were supposed to be measured in these tests, doubts raised since most time when people read, they use all these skills altogether, ones more than others without noticing. In conclusion, this author considered that it was almost impossible to isolate such skills during the assessment process. One reason to make the above conclusion is that readers will employ specific skills more than other skills based on their background knowledge or knowledge of the world (p.50).

- ✓ Reader purpose: Readers have different goals when they face a text. Hence, they will use specific skills and obtain specific information (John Charles Alderson, 2005). It is not the same when somebody reads because he or she has an exam than when somebody reads a story for pleasure or the newspaper

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to get information. As for research projects related to identify reading purposes, it has been proved to be a little biased since most subjects are paid or they are aware they are part of a project sometimes leading to unrealistic conclusions about the nature of the goal of reading. On the other hand, a finding worth pointing out is that some projects concluded with the fact that in certain occasions, some objectives have helped readers to focus on aspects or items that otherwise would be disregarded or ignored (p.51).

- ✓ Reader motivation: Motivation plays an important role in reading. If the reader is extrinsically motivated, he will read superficially, only paying attention to the details, but not on how the ideas link, what the passage is about, or how and where main ideas and supporting details are located. As a result of this, his/ her text understanding will be poor. Au contraire, if the person is intrinsically motivated, s/he will pay close attention to text structure, main ideas and the location of supporting details. Thus, s/he will read in- depth. As a consequence, his/ her understanding of the reading passage is higher (Alderson, 2005, p.53). This led to the question: “how can intrinsic motivation be induced in the reading process?” (p.54).

One attempt to answer this question was carried out by Fransson, (1984). He attempted to do this by providing students with passages containing topics they could consider interesting. It worked, to some extent, because he also noticed that some learners he assumed would be interested in such topic were

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not and vice versa. Therefore, he concluded that intrinsically motivating people to read is somewhat difficult. The motivation comes from the reader per se.

Text factors

- ✓ Text topic and content: Reading comprehension can be affected by the topic the text addresses, since sometimes it is unfamiliar to the reader. In addition to this, the amount of information or density can produce the same negative result in the reader. The denser the information is, the harder it will be for the reader to process it
- ✓ Text type and genre: Readdressing the issues of text topic, some topics are linked to specific text types, for instance: descriptions of processes are usually included in expository texts, short stories or tales are within the realm of narrative texts. Both types and genres have specific ways to show the information that can affect reader's ability to face them.
- ✓ Text organization: Genres or text types have certain structural patterns that are embedded in the way ideas and paragraphs are connected, and the way these connections are marked or shown in the text. Therefore, different connections can result in different reading products or procedures that can be confusing to the reader.
- ✓ Verbal and non-verbal communication: The use of verbal communication, (words, sentences, phrases, paragraphs), and non- verbal (graphs, pie charts, pictures, illustrations), has an effect on the reader. For some readers, graphic

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information complements and eases facing the text. For some others, reading only verbal communication can be frustrating or boring. Consequently, the inclusion or absence of these two communication types can affect the development of reading comprehension.

- ✓ **Typographical characteristics:** Aspects such as font type and size can either facilitate or hinder reading comprehension development. The smaller the font size is, the more time the reader takes to approach the text and the harder it will be to understand it. On the other hand, the bigger the font size is, the easier it will be for the reader to face it and understand it.

Alm (1981) states that unsuitable methods to teach reading can lead to difficulties in this skill. In fact, there are reports that support this claim, such as the one made by The Department of Education, Science and Training (DEST), as well as the one made by the National Inquiry into the Teaching of Literacy (NITL). Rowe (2006), taking into account this last report, emphasizes their recommendations, as follows:

- ✓ **Teachers must be trained in teaching strategies.** These strategies have to be based on research evidence, which has proven to be effective for developing literacy in learners.
- ✓ **Teachers must supply students with explicit or direct explanations regarding phonic issues,** so that learners can manage the basic alphabetic code-breaking abilities necessary for basal reading competence

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Other authors such as Rose (2005) have stated that individuals who have not learnt how to communicate and learn effectively through reading and writing, would be disadvantaged. His report named *Independent Review of the Teaching of Early Reading Interim Report*, highlights the importance of teaching phonics at early age to prevent future reading difficulties. However, he suggests a different approach labeled synthetic phonics. Some of its essential characteristics are described below (p. 11):

- ✓ Equivalence between the written form (grapheme) and the sound form (phoneme) explained in a progressive and well-defined manner
- ✓ Implement the crucial skill of blending or combining phonemes in an orderly fashion, throughout the word, to read it
- ✓ Implement the skills of dividing words into phonemes in order to master spelling issues

The report recommended the following courses of action (p. 23):

- ✓ The development of speaking and listening skills must be addressed with special care because they provide the foundational roots for top notch phonic work
- ✓ Phonics must be taught in a distinct manner, but included in a wide and enriched language program that takes into account the development of the four connected skills: speaking, listening, reading, writing
- ✓ Students must be trained in the use of knowledge and abilities that construe synthetic phonic work as their first tool to decode and encode print. This is due to the fact that evidence suggests that phonic work seems to be the most

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suitable systematic alternative to teach reading and writing and mirrors what is known regarding how children learn reading

- ✓ Phonic work teaching must be multisensory to reinforce it in varied ways

Moreover, Moats (1999) explains the importance of reading in the following terms: success in formal education mostly depends on reading. Research attempts have shown that the earlier an individual learns how to read, the more likely to succeed s/he is, not only in this skill, but also in listening, speaking and writing as well as obtain more knowledge

The Organization for Economic Cooperation and Development (OECD Indicators, 2008) reports suggest that a learner's literacy standards are linked with his/her background, quality of life, employment and earning levels. Consequently, schools must make sure that these standards are high and that the most efficient materials and teaching methodologies are used to reach the aforementioned standards.

Westwood (2008) describes a list of potential causes for reading difficulties. Some of them are internal to the learner and others are external. Among the external causes are teaching methods as well as time allocated to teach, language ability, phonological awareness and social and cultural disadvantage. Within the internal causes are behavioral and attitudinal aspects in addition to how learners react towards failure.

External causes

Teaching methods

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Alm (1981) was one of the first authors who concluded that poor or inadequate literacy instruction may lead to reading difficulties. Nowadays, this initial suspicion has been confirmed more frequently. A number of national reports have shown that certain teaching methods related to reading are better than others: (DEST, 2005; House of Commons Education and Skills Committee, UK, 2005; National Reading Panel, US, 2000). The irony here seems to be that despite their effectiveness, these methods are not always used in the classroom.

Authors such as Adams, (1990), Coltheart and Prior (2006) emphasize the relevance of explicit instruction linked to the phonemic foundations and how to apply them with the purpose of dealing with unknown words or spelling matters. Simmons et al. (2007) state that decoding skills can be taught in learners through intense and well-focused teaching. Moats (2000) concluded that many students labeled “disabled” are really learners whose literacy training could have been inappropriate when they were 5 or 6 years old.

Other researchers that have addressed this issue are Sim, Wyatt-Smith, and Dempster (2002). All in all, they consider teachers must be trained and prepared to meet the standards related to literacy in Australia. Furthermore, they address the concern regarding their level of preparation to face such challenge regardless the need and the willpower from the Australian government to overcome this situation.

- Time allocated to learning

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The time devoted to teach and practice reading and writing is instrumental in these skills (Biancarosa and Snow, 2004; Kourea, Cartledge and Musti-Rao, 2007). Unfortunately, the existence of large groups seems to lead to a diminished instruction time for them. United Kingdom and Australia have implemented a policy called "Literacy hour" to cope with this aspect.

- Language ability

Another external factor affecting literacy performance is the language exposed and used at home in his/her first formative years and the inadequate basic teaching regarding the essential syntactic and vocabulary knowledge. Students arrive to school with these lacks and the tasks of understanding teacher's instruction language and processing text language become very difficult. Myers and Botting (2008), among others, have stated that vocabulary knowledge is key to successful reading. They state that poor or unsuitable exposure to L2 materials and resources, either books, dialogues throughout preschool years hinders language and literacy awareness and they are not prepared to learn how to read and when they start school

- Phonological awareness

Children with poor development of language skills have a considerable constraint to develop phonemic awareness. It means, the ability to match sounds embedded in words. Such skill is crucial to understand the alphabetic code people use to write in English (Adams, 1990). On the other hand, learning how to use phonic skills depends mostly on solid phonemic awareness and teaching (Eldredge & Bader, 2005)

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- Social and cultural disadvantage

Finally, social and cultural background play a role in literacy learning. According to the Commonwealth Department of Education and authors like Masters and Forster (1997), ESL students belonging to low or lower socio-economic backgrounds and indigenous learners display literacy difficulties. Their learning opportunities could be hindered by constant absences, low expectations, among other factors. For this learner type, reading and writing can be seen as challenging and they choose to quit. Consequently, the learning gap widens.

Factors intrinsic to learners

Features intrinsic to the students that can prevent students from developing well-founded literacy are as follows: difficulties with general intelligence, working memory and visual or auditory sub-skills, motivation to read or write, etc. Examples of these problems are the known Specific Learning Disability, as follows: dyslexia related to reading difficulties and dysgraphia related to writing.

Another feature owing to the learner that can affect his/her literacy learning is his/her response towards failure. It means, the discouragement that failing in reading and writing may lead to difficulties in both skills. Constant failures may lead to lack of motivation, interest, disengagement, which lead to apathy (Blanton, Wood, & Taylor, 2007)

3.3 General Considerations about Reading Instruction and its Approaches

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A Comprehensive Approach to Reading Instruction: Description and Benefits

According to some organizations, namely The Department of Education in Washington (2013), and this researcher, there is not a unique and correct way to teach reading due to the student's particular background, needs and context in which teaching takes place. There is a considerable amount of research attempts regarding this aspect, whose findings can provide guidelines to an effective reading planning and teaching. However, each one of them focuses on one specific aspect of reading instruction. Consequently, teachers may be biased to take into account only one vision or research finding. Hence, an approach to reading instruction that combines several research findings is suggested. In other words, a mixed approach that includes the following components (Annandale et al., 2004, p.6)

- Use of a range of reading protocols
- Use of varied grouping structures
- Use of a range of data-collection instruments
- Introduction of a wide variety of texts
- Explicit teaching of reading strategies;
- Support for reading development through other literacy strands
- Integration of reading instruction across the curriculum
- Use of a range of effective teaching and learning practices.

Next, the benefits of implementing a comprehensive approach to L2 reading are provided below.

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- Use of a wide range of reading protocols: According to Annandale et al., (2004, p.6), “the strategic use of a range of Reading Procedures ensures a strong foundation for a balanced reading program”. Each procedure involves a degree of responsibility from teachers and students. Procedures as Modelled Reading, Reading to students as well as Language experience may help students to show how strategies can help them make sense of the text they are being exposed to. Furthermore, Shared and Guided Reading offers opportunities for guided practice. Last, but not least, Book Discussions and Independent Reading sessions empower students by allowing them to apply what they have learned about this skills
- Use of Varied Grouping Structures: By using diverse grouping arrangements, teacher may satisfy their needs. Group reading activities enable learners to interact and work with peers based on expected planning and results. They include whole-class, small group and individual work that can provide significant learning opportunities. It is worth pointing out that there are some issues that teachers should take into account, such as students learning styles.
- Use of Several Data- Collection Instruments: Teachers must design a varied range of data collection instruments to gather information regarding reading performance. These tools may include observations, conversations with learners and product analysis. The information obtained by them can be paramount to make informed decisions to carry out a more appropriate teaching method and provide relevant learning experiences that will aid student development

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- Introduction of Different Texts: Teachers must include different text types and genres in order to develop text organization patterns and knowledge about what type of information each one of them offers.
- Introduction of Different Reading Strategies: Explicit teaching and guided practice of reading strategies are important to develop the ability to connect learners' background knowledge with the new information the text shows, how to deal with unknown words as well as how to identify main ideas and supporting details, among others. These strategies can be taught by using explicit demonstrations and constant scaffolding. This endeavor aims at developing learners able to use independently and consciously reading strategies based on specific goals or purposes
- Support of Reading Development through Other Literacy Strands: Reading, writing, speaking and listening work altogether in the literacy process. They are considered as its four strands or components. Therefore, it is instrumental to teach students how they link and support each other.
- Supply of a Cross- Curricular View: The English class does not have to be the only subject in which explicit instruction of reading strategies and skills are taught and practiced. This also must be undergone throughout all the other subject areas. Examples of this could be how to guess meaning from context in a Math problem included in a text of the same nature, how to comprehend a Biology passage by using knowledge regarding its structure, etcetera.

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- Inclusion of a Range of Effective Teaching and Learning Practices: The class must include a balanced time to cover the following issues: “teacher-directed, explicit instruction and student participation in discussions, activities or independent work” (Westwood, 2008, p.9). This is paramount owing to the fact that more or less time devoted on any of these aspects can favor specific learning styles or neglect some particular student groups.

A Balanced Approach to Reading Instruction

Reading instruction has been evolving throughout History, from the basic issues or approaches dealing with letter to sound correspondence, which is called phonic instruction, to the whole language approach that emphasizes meaning over decoding (Westwood, 2008, p.7).

The latter has been losing ground in some places because research evidence has suggested that explicit instruction belonging to phonic and decoding must be applied on beginning learners so that they can become independent and confident readers (Bett, Phonemic, Godfrey, & Bett, 2003; Raven, 2003). This approach to reading instruction seems to have limited well- structured and sequential phonic teaching and depends completely on “natural” learning. Some studies carried out by Berninger et al., (2003) on second graders, have concluded that a combined approach of explicit teaching in word recognition and comprehension strategies can lead to the best outcomes, especially on in low- achieving learners.

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Two child- centered institutions, the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC), have emphasized that reading and writing skills are not learnt in the natural way. Hence, these require careful planning and teaching. Moreover, they remark teaching programs should include well- sequenced and systematic instruction related to decoding skills as well as significant connected reading (Westwood, 2008, p.8).

Recently, a new approach has emerged. This is the balanced approach, which includes the retention of engaging and authentic components of the whole language approach, and attempts to make sure that phonics and comprehension strategies are directly taught, and their practice is well-guided (Akyol, Çakiroglu, & Kuruyer, 2014; Duke, 2001; Hall & Harding, 2003; Pardo, 2004; Pressley & Allington, 2014; Tompkins, Campbell, Green, & Smith, 2014).

Raven(2003), lists the components of the balanced approach as follows: suitable use of literature, creative writing, independent reading, graded books and explicit and sequenced phonics instruction.

Another author , Pikulski (1997), considers that effective reading programs have to include a balance between explicit teaching of its skills and strategies as well as their use on a wide range of text types

However, this balanced approach has been subjected to critics. They point out that it must be mostly focused on phonic teaching. Authors as Moats (1999,

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2000) supports this insight. This author considers this approach is a rename of the whole language approach and this seems to have not taken into account a more serious well-structured or systematic phonics instruction. Also, the same author considers that it is unlikely to merge whole language practices with systematic instruction since he considers such combination extreme and in terms of practice, it seems to be almost impossible that make work a significant literacy program which is completely focused on phonic teaching.

Despite the aforementioned critics, there is also evidence of the opposite. It means, it is possible the application of a balanced approach to instruction that includes phonic instruction and whole language approach and this can lead to remarkable benefits to beginning readers. Donat (2006) describes a program named Reading Their Way, which could be seen as the representation of the balanced approach. Reading Their Way combines “phoneme awareness training and phonics with contextual instruction in reading, writing and spelling” (Westwood, 2008, p.9).

Another text called the Four Blocks of Literacy, created by Cunningham, Hall and Cunningham (2008) can be another example of the balanced approach with noticeable focus on “guided reading, self –selected book reading, writing and working with words” (Westwood, 2008, p.9).

Willows (2002, p.9) specified the items a balanced approach to L1 or L2 literacy must address. They are:

- Motivation

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- Language development
- Listening and thinking
- Concepts about print
- Word knowledge
- Sight vocabulary
- Phonemic awareness
- Letter–sound correspondences
- Reading fluency
- Comprehension strategies
- Exposure to a variety of texts
- Handwriting
- Spelling
- Writing conventions
- Composing strategies
- Grammar and syntax.

The balanced concept could be approached differently from the one belonging to the actual content of the literacy-related program. Topping and Ferguson (2005) suggest there should be also a balance between teaching strategies/patterns as whole class, small group and individual and teaching direction involving techniques such as demonstrating, modelling, explaining, questioning, and independent activity and practice undergone by the student. Furthermore, Freebody (1992) points out that there must be also a balance in learner's roles related to the

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effective reading. They are as follows: text participant (connecting background knowledge to new information from the text, making meanings), code breaker (using phonemic, cue and grammar structure knowledge), text user (applying reading skills and strategies for authentic objectives) and text analyst (understanding text goals, functions and structure). In other words, they have to have a fair treatment and they should be favored equally

3.4 Multicultural factors and the Effective Instruction of Students of Diverse L1 –L2 Background

Universidad del Atlántico, as well as any other university, either public or private, has students from different social and cultural backgrounds that may affect in a positive or negative way reading performance. This fact can be paramount in the development of any communicative skill, among them, reading. The NAEP or National Assessment of Educational Progress has had evidence regarding the poor performance in reading from students belonging to a varied range of backgrounds in United States. In one of its reports states that African American, Hispanic, and Native American learners has kept on having lower reading performance (Donahue, Finnegan, Lutkus, Allen, & Campbell, 2001)

Au (1997) in her article *Ownership, Literacy Achievement, and Students of Diverse Cultural Backgrounds*, suggests that poverty or lack of funding could be an instrumental factor that hinders the development of reading competence. Another aspect this author mentions is that in United States not only students belong to different backgrounds, but also teachers. According to the National Center of

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Education Statistics, 13% of the teachers come from different ethnic backgrounds.

Therefore, it is paramount that teachers are aware about the ways they can teach how to read in a successful way to learners from different social and cultural backgrounds. For that reason, Au & Carroll (1997) suggested the constructivist approach in their work named *Improving Literacy Achievement through a Constructivist Approach: The KEEP Demonstration Classroom Project*. Au addressed again the same issue in her paper titled *Social Constructivism and the School Literacy Learning of Students of Diverse Backgrounds* (1998). According to this approach, learning is a social and interactive process that takes places when the learner connects what he already knows with the new information shown in the text or other media. In other words, people understand the world based on their perceptions of the same that come from the social group he or she belongs to and the interaction among the members of such group or groups. So, what someone from a group understands may be different from someone else from a different group. Then, teachers should be aware about these social systems and how they can be changed to help students succeed in reading. The constructivist approach implies some challenges teachers have to face in order to develop reading skills in a successful manner, as follows:

- How to motivate learners towards reading
- How to deal with struggling readers,
- How to aid second language students,
- How to teach this skill in a culturally appropriate way
- How to asses reading performance.

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Some of these aspects will be addressed below:

3.4.1 How to motivate learners towards reading

In this researcher's viewpoint, motivation is completely relevant in every skill, not only reading. Ogbu (1981) states that lack of motivation could base on the belief from some cultures or communities that education does not necessarily lead to a successful life. This belief is due to the fact that the aforementioned situation has happened in their families. This author mentions the event occurring in an African American community. In this community, people have low-paid jobs regardless of how far they have gone or advanced in education. Another author, D'Amato, (1988), compares two classrooms: one of them has mainstream students and the other one has students from several backgrounds. In the first one, teacher has the control and students follow the rules and instructions from the teacher even when they find them boring in certain moments. In the other classrooms, there are disruptive students, distracted and misbehaving students which lead to difficulties in classroom management. This author suggests the following steps or strategies to address this issue:

- Teachers should understand their student's cultural background as well as their system of beliefs. This may result in a better relationship or empathy, so to speak, between teacher and students
- Teachers should be role models in this or any other skill. Therefore, they should see themselves as readers and writers if they want to encourage learners to read and write. So teachers and students should share their chosen books and interact.

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- Teachers should demonstrate how this skill can be beneficial. They could use provoking and interesting books students chose in order to engage students to read. Besides, they can obtain information about their reading preferences and carry out activities, such as discussions, round tables or plays based on these books.
- Teacher should encourage students to develop ownership. It means, students have to value literacy, keep a positive attitude towards it and create the habit of using it. If students do this, they may turn this skill in a routine or hobby.

3.4.2 How to Deal with Struggling Readers in L1-L2

Universities and schools have a phenomenon in their classrooms: some of them may have students from different backgrounds and levels of performance. When the classroom has these features, they are labeled as a mixed-ability class. Teachers find in the same classroom students with a fluent reading, so to speak, but also they can find students whose reading level is very low. One of the ways they solve this problem is by classifying them and grouping them. However, this may be not appropriate, since students who have a low reading level are subjected to simple activities and tasks, like word identification. On the other hand, students who are classified with a high reading level are subjected to activities aimed at developing reading comprehension and higher-level thinking (Oakes, Gamoran, & Page, 1992).

Consequently, teachers have to find a balanced approach including activities to develop reading skills in poor level students without neglecting the

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higher level students. There are some suggestions to address this issue with a common ground “use the same continuum of strategies with struggling readers (including teacher read-alouds, sustained silent reading, etc) but to augment these strategies with intensive instruction on the specific skills students need to succeed (Au & Raphael, 2000; Au, Carroll, & Scheu, 2001)

Some suggestions are shown as follows:

- In guided reading, struggling students may use mini lessons devoted to spelling patterns
- Repeated reading: this one can develop fluency in reading. Students record their reading a passage, usually short, and keep track of how long they take or took to read. They read the same passage over and over until they experience they are fluent reading it.

3.4.3. How to Teach L1- L2 Reading in a Culturally Appropriate Way

Another situation happens in the classroom where students are from different backgrounds: the teacher is from a different ethnicity and the student too, or the teacher speaks only one or two languages and the student speaks more than that, or the student lives in a place culturally different from the teacher. This situation happens in most classrooms around the world. Consequently, the teacher should teach taking into account the above issues, valuing and respecting cultural differences and behaviors. In other words, the teacher should instruct in a culturally responsive way (Kathryn H Au & Kawakami, 1994).

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This approach does not only attempt to achievement academic success, but also to develop tolerance, respect for others as well as build-up cultural confidence. This author mentions that Hawaiians values more cooperation than competition. That is why; most of the activities carried out in their classroom are group work. The implications of this approach are that the teacher has to have a varied range of activities and strategies to promote participation, individual and group work.

In addition to this, there is another approach: the Culturally Relevant Pedagogy proposed by Ladson-Billings (1995). This one includes addressing issues related to academics as well as cultural identity while h/she is facing the inequities that take place in the school context .The test subjects were some African American and white students, the first ones had a difficult time negotiating academic demands and display their cultural competence. Teachers solved this problem by designing activities that combined cultural and academic learning. Consequently, some teachers were open to this, while others kept the traditional approach or way of teaching. Both of them took into account a common belief: teachers should be aware they are members of a community where students and their cultural beliefs are also part of it and teachers should build empathy to create a learning community in the classroom.

3.4.4 .How to Assess Reading Performance

Teachers who work in classrooms with students from different backgrounds face a constant challenge: how to find a balanced way to assess students'

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performance, so that they could meet the requirements of legal or established examinations, and at the same time, they can use more authentic assessment tools

Teachers who work in public and private institutions around the globe feel the pressure of meeting the legal requirement that his or her students get good grades in standardized test at the expense of sacrificing developing meaningful learning experiences and higher thinking level processes. Educational institutions located or belonging to low income areas and that own students or learners from several backgrounds have lower scores in the standardized test than those in or belonging to affluent areas Au and Raphael (2000). Colombia is not an exception of this situation or fact. In addition to this, as the number of students from low-income areas increases, the scores of the aforementioned test decrease. Unfortunately, these scores are the indicators of how well students are doing at school and are compared to those in wealthy areas, where students obtain higher grades. When such scores are low, they may mean that the school is not doing a good job. Therefore, teachers are at the in the middle of this conflict attempting to raise test scores

On the other hand, the same authors state that the format of these standardized tests mostly contain true or false, right or wrong and multiple choice questions, which limit the real reading competence and do not assess higher thinking levels or reading strategies for instance: identifying a character's motive or constructing a theme, among others, that should be included. Consequently, teachers only focus on these low reading levels and create programs aimed at

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satisfying the aforementioned reading level that standardized tests include and neglecting meaningful or motivational learning or why not ,reading experiences.

Au (1994) says that one way to find a balanced way to develop meaningful learning or reading experiences and meet the legal requirements of standardized test is portfolios. However, she also found out that a change in assessment does not necessarily lead to a shift in the final or achievement results. The change the school made included a new curriculum assessed by portfolio and combined with level- grade benchmarks, national standards and regulations, for example: reading sequence and scope. The results of such change in the first two years in terms of scores in standardized test were the same, which means low grades. Consequently, this author concluded that not only a change of assessment was paramount, but also a change in instruction. That was why; they made some changes in the way reading was taught. Such changes included more time devoted to reading by means of text discussions among teachers carried out in small groups in and lessons that include modeling of specific reading strategies like comprehension monitoring. The results were a gradual or slight improvement in test scores. One of the benefits of implementing portfolio assessment in students from varied background seems to be that it offers a way to show gain or progress not included in the standardized test, since such tests mostly deal with low thinking levels or reading. One of the constraints of implementing this tool is that they left no room for students to set their own reading goals due to the fact that portfolios are focused on external standards for achievement. Thus, according to the

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authors, portfolios should be created not only based on external regulations, but also provide opportunities to support learners in the creation of their own goals and reflect about their learning. in this researcher's opinion, portfolios could be a suitable instrument to make students see their progress, but also develop creative skills, critical thinking, raise awareness about their strengths and weaknesses and they are exposed to a "new" assessment tool. It means that students are exposed to an instrument different from the typical or traditional standardized tests.

Based on the above facts or information, and with summarizing purposes, this researcher can say that reading is first, a process that involves a conversation between three actors: the text, the reader and the writer, whose main goal is the drawing of meaning and reaching text understanding. Second, in order to undergo such interactive endeavor, the reader has to employ some strategies that can be cognitive or metacognitive, which include read again, read selectively, connect with personal experiences, highlight main events, predict text topic by looking at the pictures and titles, monitor comprehension. Reading can be viewed as a process, product or a combination of both. Finally, in terms of teaching reading, there are some approaches to fulfill such endeavor that are direct explanation, questioning the author, collaborative strategy reading and transactional.

Next, a list and description of the most common difficulties and factors related to reading are shown below

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4. State of the Art

The objective of this section is to explore the research attempts and findings that have addressed the relationship between reading instruction and reading comprehension skills. Such attempts and findings include L1 and L2 reading issues, involving school and higher education environments. The research endeavors are addressed as follows: reading difficulties in general, reading instruction approaches aimed at proving their usefulness and validity, which are mainly based on primary, high school or middle school contexts. Then, research attempts related to higher education contexts in L1 and L2. Finally, some endeavors related to Genre Pedagogy are approached. The information is broken down author by author.

It seems to be a remarkable agreement by the stakeholders within the educational arena that one of the most important goals of education and greatest academic achievements is learning how to read. Because of this assumption, there is a considerable amount of research endeavors, tools, resources and information aimed at facilitating this. However, there is still a large number of learners, who have difficulties in reading and writing skills. In fact, according to a newspaper article, in Colombia, 50% of high school students have low level of reading comprehension (El Herald, February 1st, 2012, p. 4A). Those students then go to higher or tertiary education with such level and their performance may or might be the same by such factor. Such difficulties have also affected their engagement, attitude, self-esteem, among other things as well as their disposition to learn

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across the curriculum. Now, taking into account the issue that reading skills can or could be regarded as a transferable one, L1 reading problems can or could take place in L2.

One of the researchers who has addressed reading difficulties and reading instruction has been Alm (1981). His work named *The Educational Causes of Reading Difficulties* depicts those factors that hinder the development of reading comprehension skills, which are: learners' needs, amount of reading materials and resources, teaching methodology, unbalanced time devoted to teach reading strategies and skills, quality of reading materials, learners and teachers' attitudes towards reading, school facilities, among others.

Another researcher Rose (2005), has stated that that individuals who have not learnt how to communicate and learn effectively through reading and writing, would be disadvantaged. His report named *Independent Review of the Teaching of Early Reading Interim Report* highlights the importance of teaching phonics at early age to prevent future reading difficulties in L1, their mother tongue, but this can be also linked to L2, L3, L4, since the aforementioned disadvantage can happen in any language.

Furthermore, Moats (1999), in her article *Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able To Do*, highlights that not every classroom has included research-based practices and resources to teach L1 reading. In addition to this, she states that reading instruction approaches mostly share the following elements:

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- ✓ Explicit explanation of decoding, comprehension and literature recognition
- ✓ Explicit instruction related to phonemic awareness
- ✓ Frequent exposure to different text types
- ✓ Vocabulary teaching
- ✓ Teaching of comprehension strategies

Despite the fact that this work addressed L1 reading, some aspects of this approach can be associated with L2 or any other language, for example: vocabulary teaching, text type exposure and comprehension strategies training

Studies undergone by Adams (1990) concluded that a well-planned and sequenced phonics instruction can result in better word reading skills. Furthermore, the same author states that a combination of basic letter knowledge and phonemic awareness can lead to early reading success. However, these 2 assumptions can be open to debate, pedagogically speaking, since there does not seem to be specifics about what should be taught and learnt in the realm of reading instruction. Therefore, Adams addresses a new issue: what activities and information may best aid reading acquisition.

One promising avenue to establish what beginning readers should be taught is basing it on models of proficient readers, which are classified into two groups:

- ✓ The first model views reading from the outside in, which includes the following aspects: how proficient readers look and feel like when they read, their apparent behavior, what they focus when read

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- ✓ The second model views reading from the inside out, which covers the following issues: the knowledge types the system must have to read proficiently, the organization of this knowledge and what processes take place to approach it.

The same author concludes that the reading process is too tangled to be completely understood from directly observable behaviors (Adams, 1990, p. 93). Other researchers such as Coltheart and Prior (2006) highlight the importance of explicit instruction belonging to the phonemic principles and how to apply them aimed at dealing with unknown words or spelling issues. Simmons et al. (2007) states that decoding skills can be taught by in these learners through intense and well-focused teaching. Moats (2000) concluded that many students labeled “disabled” are really learners whose literacy instruction could was inadequate when they were 5 or 6 years old.

With respect to reading programs or plans, Pikulski (1997), considers that effective reading programs have to include a balance between explicit teaching of its skills and strategies as well as their use on a wide range of text types. However, this balanced approach has been subjected to critics. They point out that it must be mostly focused on phonic teaching. Authors as Moats (1999, 2000) supports this insight. This author considers this approach is a rename of the whole language approach and this seems to have not taken into account a more serious well-structured or systematic phonics instruction. Also, the same author considers that it is unlikely to merge whole language practices with systematic instruction since he considers such combination extreme and in terms of practice, it seems to be

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almost impossible to make work a significant literacy program which is completely focused on phonic teaching.

Despite the aforementioned critics, there is also evidence of the opposite. It means, it is possible the application of a balanced approach to instruction that includes phonic instruction and whole language approach and this can lead to remarkable benefits to beginning readers. Donat (2006) describes a program named Reading Their Way (RTW), which could be seen as the representation of the balanced approach. Reading Their Way includes four elements: phonemic awareness, phonics, reading in context, and writing. RTW includes straightforward and exact explanations of phonemic awareness and phonic skills, which are applied by reading and writing (p. 307)

In addition to the balanced approach to reading instruction proposed by Pikulski (1997) and others, there have been other reading instruction approaches attempting to make students read L1 proficiently in school contexts. These other approaches are: Direct Explanation, Reciprocal Teaching, Transactional Strategies; Question the Author, and Collaborative Strategic Reading. In this section, some research endeavors attempting to prove their effectiveness, are addressed

Researchers Duffy et al. (1986), underwent the first attempt to prove the efficiency of Direct Explanation. Its name was *The Relationship between Explicit*

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Verbal Explanations during Reading Skill Instruction and Student Awareness and Achievement: A Study of Reading Teacher Effects. Its focus was to determine if teachers are aware about how to be strategic and hence, enhance learning results. The experiment included 22 teachers, who were trained to explicitly teach low-reading level groups the strategic use of reading skills. This experiment was based on the hypothesis that explicit explanation of reading skills would lead to an enhance learner's awareness of what was taught, that eventually could result in an increased reading performance in standardized measures/tests. The results indicated that the trained teachers learned to explain more explicitly and their students were more aware about what was taught. Despite the good results, there were some concerns that were unanswered by this research, for instance: how much or how far learners were capable of applying these strategies as well as if the use of these strategies really led to meaningful reading improvements. Because this project was based on teacher training, this research attempt can relate to L1 and L2 as well as the college context or environment.

Owing to the aforementioned issue, the same researchers underwent another endeavor in 1987. This time, its main focus was to explore the effects or direct explanations related to strategic reading. Its name was *Effects of Explaining the Reasoning Associated with Using Reading Strategies*. 20 third-grade teachers were chosen. 10 teachers were part of the treatment group and the other 10 were part of the treated one. The teachers belonging to the treatment group explained how to make decisions or judge when and how to teach the mental processes linked with using reading skills as strategies. The results showed that the students

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from the treatment teachers, those who explicitly explained the mental processes linked with using reading skills as strategies, were more aware about the lesson contents and the requirement of being strategic at the moment of reading and had better scores in standardized and non-traditional reading measures. The other group was not aware of this content and therefore, they did not develop strategic reading and scored low in standardized and non- traditional measures.

Palinscar and Brown (1984) underwent a research endeavor attempting to establish how effective Reciprocal Teaching was. The target groups were approximately 300 middle school students and 400 primary grade students, who in remedial activities and/ or education. Before R.T, they usually scored 40% on national reading achievement measures. To assess R.T success, test comprehension measures based on specific criterion were applied. This assessment aimed at evaluating learner's ability to draw information, infer, get the gist of the text and apply information on new situations or scenarios. After 20 days of RT instruction, the control group displayed significant improvements compared to the ones who were not subjected to the aforementioned technique. Even, these improvements lasted between 6 months to a year after this research attempt.

Another research attempt designed to pursue the verification belonging to RT effectiveness was undergone by Rosenshine and Meister (1994). They meta-analyzed 16 cases in which this approach was applied. The cases include students ranging from 7 year-olds to adults. RT was compared to traditional reading

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instruction, explicit instruction and reading, and answering questions. By the use of standardized measures to assess reading comprehension, they concluded that “the media effect size to be 0,32 favoring RT, and when experimenter- developed comprehension tests were used, the median effect size was .88” (Rosenshine and Meister ,1994, p.2)

Question the Author has been another reading instruction subjected to research for validation purposes. Beck, McKeown, Hamilton, and Kucan, (1998) developed a number of studies. Their target group consisted of 120 students belonging to upper elementary grades. This group drew the following findings:

- Students were able to make questions to draw and expand meaning rather than drawing information.
- Students became more participative
- Students’ awareness about what to do reading tasks and how to do them was higher
- Students became more critical thinkers
- Frequent learner’s initiation to question making
- Teacher’s response to student pursuing the goal of deepening text exploration and evaluating learner’s interventions.

Collaborative Strategic Reading Instruction has been researched to prove its effectiveness. Bryant et al., (2000) carried out a research endeavor, whose target groups were 60 students and 10 teachers who worked in 6th grade. The students were classified as follows: 14 learners with reading difficulties, 17 low-achieving pupils, and 29 average-achieving learners. This endeavor took 4 months and

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included a professional development and intervention program aimed at improving reading skills. The reading intervention program included 3 strategies to approach: word identification, fluency and content area comprehension. The instruments used to carry out this endeavor were the Word Identification Strategy Verbal Practice Checklist (WISVPC), The Intervention Validity Checklist (IVC), a reading comprehension test, among others. After applying CSR in these students, the findings were most average achievers in the three groups had an enhanced oral reading, fluency and comprehension, followed by the low achievers and students with reading difficulties. Despite this, there was a small group of students, who still had reading difficulties. Therefore, they will need an intensive reading program.

Other researchers pursuing the same goal were Janette Kettmann Klingner, Vaughn, and Schumm (1998), who targeted 4th graders in an inclusive classroom context. These students were taught CSR while reading a Social Studies text. Unlike the typical teacher- directed classroom, CSR group achieved remarkable improvements in the standardized tests, namely the Gates- McGintie Reading Test. Moreover, this group also showed an outstanding understanding of the content related to social studies. Another findings and lessons drawn from this research endeavor were that this approach was suitable for general education classrooms, that had heterogeneous groups or learners, teachers should encourage students to carry out higher level discussions that require more complex questions, in the case of those students who have low or no background knowledge, teachers should first do a whole-class preview and then small group work. Last, but not least, there

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must be more emphasis on teaching metacognitive strategies (for example: how and why to preview and check if these strategies are being used properly

Klingner & Vaughn (2000) underwent another research based on the implementation of CSR in 5th graders. They were reading science textbooks in small groups. Results showed improvements in academic motivation and students helped their peers in tasks as identifying main ideas, word meanings and understanding the text. It is worth pointing out that students also raised awareness about how and when to aid their peers with the reading tasks.

The last reading instruction approached addressed by this researcher, Transactional Strategies Instruction (TSI), has been also researched attempting to prove its effectiveness. Brown, Pressley, Van Meter, and Schuder (1996), piloted this reading instruction approach in second graders for a whole year. By the end of this schoolyear, there was a significant learner's awareness about the use of reading strategies, a remarkable increase of information acquisition once they applied TSI and better performance in standardized reading tests.

Another research project was carried out by Anderson (1992). She applied Transactional Strategies Instruction in a population consisting of in-service special education teachers to aid reading- delayed teenagers take a more active role in text understanding. The experimental group was 9 teachers and their corresponding students, while the control group was 7 teachers and their students, 83 students total from 6th to 11th grades. Both teacher groups were asked to teach explicitly reading comprehension for 20 hours spread in 3 months. The teachers

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belonging to the experimental group received training in reading and peer support, while the control group did not. The findings were that the experimental group had a noticeable improvement in reading from pre to post-test, while the control group remained about the same; teacher's talk was diminished and students' talk increased, both control and experimental groups had improvements in tests, being the experimental group the one that had the most remarkable improvements. Teacher's methodology in the experimental group turned into more flexible and relaxed

Now, research endeavors addressing reading skills in higher education contexts in L1 and L2 are analyzed. There have been several endeavors attempting to approach reading comprehension development and instruction in tertiary education. One of them was developed by González (1998), whose title is *Comprension Lectora en Estudiantes Universitarios Iniciales*. This research was done with some students from the first semester belonging to public and private universities in Lima. The conclusions were that these students had problems when they faced scientific, literary and humanistic texts, students mostly depended on information, numeric and basic texts. Furthermore, the study concluded that students have had low reading levels and difficulties since high school. Consequently, universities had to create programs attempting to enhance reading level and teach strategies to solve reading problems.

Another research project exploring the same issue was developed by Salataci (2002), whose name is *Possible Effects of Strategy Instruction on L1 and*

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L2 Reading. Its focus was what were the reading strategies Turkish students used in Turkish and English languages and how such strategies affected reading training on reading in both languages. This project aimed at answering two questions, as follows:

- ✓ Does strategy training in EFL reading foster or hinder EFL reading strategies and comprehension in L2, namely English?
- ✓ Does strategy training in EFL reading foster or hinder reading strategies in L1, namely Turkish?

This endeavor took 20 Turkish students who registered in a pre-intermediate class in an intensive English course that lasted one year in a Turkish technical university. They were subjected to a reading course that lasted four weeks and offered 3 weekly hours. Its main area was teaching reading strategies, especially: predict, summarize and connect prior knowledge. They did two exams: one at the beginning of the course and one at the end. One of these exams was the PET reading section. The findings were that that strategy training or teaching has a positive impact on both languages, Turkish and English, specifically their reading strategy and comprehension. It means, reading involves a transfer process whose features are bidirectional and interactive

On the other hand, Song (1998), in his research named *Teaching Reading Strategies in an Ongoing EFL University Reading Classroom*, attempted to prove how effective and adaptable Brown and Palinscar's Reciprocal Teaching was in Tertiary or Higher Education context, since the aforementioned authors developed

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their reading instruction technique with high school students. In addition to this, Song also tried to establish the effect of Reciprocal Teaching in a mixed-ability university classroom, since Brown and Palinscar developed their technique based on students with low reading level. In Song's research, students were in a mixed ability class, whose levels ranged from intermediate to high reading levels. Last, but not least, this research pursued to address how this teaching method affect the three types of reading comprehension questions, for instance: main idea, inference, and detailed questions. The subjects were adults, whose age ranged over 60 years old, were subjected to a reading course in a university in Korea. The findings were that those students showed improvements in reading. Therefore, it was concluded that Reciprocal Teaching could be as effective in higher education as it was in high school contexts. This finding also reinforces the fact that awareness about the existence of reading strategies and their conscious use of reading strategies improves comprehension (Block, 1986). Moreover, since the goal of reading training is to help learners face texts in a successful manner, some implications were drawn from this study, as follows:

- ✓ Reading strategies should be explained by means of direct explanation, modeling and feedback.
- ✓ Learners must be aware about the existence of reading strategies what ,when, why and how to use them
- ✓ Low level readers must be subjected to a reading training program as much as necessary

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Another research attempt was developed by Lopera (2012). His paper *Effects of Strategy Instruction in an EFL Reading Comprehension Course: A Case Study*. The purpose of his paper was the effects of teaching strategies in a EFL reading comprehension course, which included 26 Nursing students in a Colombian university. This research included the explanation and modeling of reading certain strategies, as follows (p.82):

- ✓ Having a purpose: Knowing what you want to gain from the text
- ✓ Previewing: Making a quick survey of the text, identifying the topic, main idea
- ✓ Skimming: Getting the author's point of view
- ✓ Scanning: Looking for specific details
- ✓ Predicting: Anticipating what is coming next
- ✓ Inferring: Getting the ideas that are not explicit
- ✓ Cohesive: devices Identifying functions of conjunctions
- ✓ Guessing word meaning: Using context, word structure, cognates
- ✓ Background knowledge: Using what one already knows and applying it to new ideas in the text

It is worth pointing out that despite the course was English related, the explanations regarding the reading strategies and other issues was Spanish, to

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avoid confusion or misunderstanding. The instructor provided explanations of such strategies, modeled them and explained how to apply the strategy or strategies. Afterwards, the students were tasked with activities aimed at practicing and applying them. Then, the answers were socialized in class and the teacher engaged them to connect the topic with their background knowledge through the ETR (Experience, Text, Relationship) test. The teacher also make his learners aware about the fact that by socializing, identifying key information and summarizing, they could assess themselves. In addition to this, homework was assigned and students had to socialize their answer with the whole class, explaining what strategies he/she used to solve it. The findings of this research were that students minimized dictionary use, their engagement or motivation increased as well as their self- esteem when they noticed their reading comprehension improved. This is another example that reading instruction is paramount to achieve a fluent comprehension.

Cotterall (1993) stated that reading strategy training had been considered as the latest teaching approach. However, such training happened in specific contexts that had some factors that could foster or hinder its fluent development. In other words, she suggested taking into account the context before implementing any reading instruction attempt. As a result, this author analyzed what factors within the context could influence reading strategy teaching in her paper named *Reading Strategy Training in Second Language Contexts: Some Caveats*. in this research endeavor, 4 adult students, 2 having

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a higher performance and the 2 having a lower one, were exposed to a L2 reading training originally aimed at aiding L1 learners. These students participated in an English for Academic Purposes (EAP) course that lasted 20 days, whose sessions lasted 45 minutes a day, where they were exposed to read expository texts, in order to analyze the effects of strategy instruction or teaching in both student levels of performance. For this purpose in mind, the Reciprocal Teaching Reading Instruction Approach was applied, attempting to develop the skills of clarifying, identifying the main idea of a passage in a section, summarizing and predicting. However, the results were not the expected ones, since the aforementioned goal was not completely reached. Some strategies needed more guidance and extra aid than others did. This led to the conclusion that there would be some limitations when you tried to transfer to a L2 setting a training program that was originally created for a L1 setting. Therefore, context had to be taken into consideration before implementing any reading training program, since learners' reading ability would be compromised because they would take other avenues to retake their original reading ability if they found difficulties along the way. Due to this fact, there must be some changes, for instance: emphasize the course's purpose, take advantage of the students' participations, insights, and ideas, foster learner's autonomy and find alternatives to mitigate or ease "language overload" (p.7).

Another conclusion was that metacognitive awareness promotion had to be explored and researched since it would lead to a changed student's perspective

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to reading comprehension and learning. In addition to these aspects, Cotterall's research arose other questions: "Can strategies be effectively taught in L2 contexts if they do not already exist in L1 behavior? How important is automaticity of strategy use in the activation of metacognitive awareness?. These questions could be the foundations of further research related to L2 student's strategic behavior

A number of further questions may lend themselves to investigation: Is there a critical moment in a learner's experience of learning a second language at which to introduce strategy training? Can strategies be effectively taught in L2 contexts if they do not already exist in L1 behaviour? How important is automaticity of strategy use in the activation of metacognitive awareness? The field is ripe for investigation of second language learners' strategic behaviour (Cotterall, 1993, p.7)

Another author addressing L2 reading instruction in higher education has been Janzen (2002), in her article *Teaching Strategic Reading*, in which she explains the benefits of employing Transactional Strategy Instruction Approach to reading teaching in her college classroom. This technique includes the following stages:

- ✓ General strategy discussion: In this stage, teacher defines each reading strategy and students and teacher alike speak about their relevance and benefits, such as: they support comprehension monitoring, help them connect

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their previous knowledge to the new one provided by the passage or text and other sections from the article.

- ✓ Teacher modeling: The teacher models each strategy and develops a think aloud when he reads, in order to verbalize and make students aware about what processes are taking place while reading.
- ✓ Student reading: After the teacher reads and thinks aloud, students do the same processes, aiming and making them more aware about their inner working when they are facing texts
- ✓ Analysis of strategies used by the teacher or by students when thinking aloud: After students and teacher have read, both participants discuss and analyze what strategies they use to approach the text. This is another tool to make student become self-aware about their reading strategies and strategic readers. Teacher provides constant feedback in this stage
- ✓ Explanation/discussion of individual strategies on a regular basis: Here, teacher labels or provides the names of the strategies teacher and students discuss in the previous stage. Furthermore, teacher explains when, why and how to use these strategies, whose raw version, so to speak, was explored in the first stage, and both parties, teachers and students, once again discuss their usefulness. Then, the teacher asks his/her students to work in groups and complete a chart with the columns what, when, why. In the upcoming sessions, students and teacher "revisit" this chart and review it in order to add new information, with the purpose of reinforcing this knowledge.

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- ✓ Homework: Last, but not least, homework is assigned, which has two versions.

The first version requires students to finish reading the material they addressed in class and answer some questions in writing. This task implies the reading strategies of previewing, predicting, summarizing, as well as raising awareness about what, how and why the strategies the student uses are paramount to understand the text. The second homework requires the learner to log their reading outside their classroom for entertaining, keep himself/herself informed, or any other reason. On such log, learners have to report what they read, how much and what strategies they used to read. This is another instrument to develop strategic reading and metacognitive awareness. All in all, by using these steps and tools, her learners have improved their reading skills and have become strategic readers.

Another issue this research endeavor attempts to address directly or indirectly is if or how the teacher explains text structure, since in the view of this researcher this would facilitate reading instruction/teaching and learners' reading comprehension skills. Regarding the teaching of the features related to specific text types, there have been some research endeavors pursuing the benefits of its application. This section will address the issue that has evolved into a teaching approach known as Genre Pedagogy.

One of the first authors that addressed the importance of teaching text structure was Carrell (1985), whose research *Facilitating ESL Reading by Teaching Text Structure*, attempted to address how explicit teaching of text

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structure in both contexts L1 and L2 could facilitate reading comprehension. For this reason, she chose 25 students, whose English level was Intermediate and were participants in an intensive English course for foreign students at Southern Illinois University at Carbondale. Fourteen students were part of the experimental group and the other eleven were part of the control group. These 14 learners were exposed to a reading training course, in which one of the components was the explicit teaching of the features belonging to expository and narrative text types, while the other 11 were subjected to a special training with the same text types. However, they were not exposed to text-structure explanations, but to several linguistic-related tasks, for instance: grammar activities, sentences combination and analysis, work with linking words, connectors and vocabulary assignments, among other things. These last students used the texts they approach to carry out reading and writing assignments. The main finding was that the experimental group, the one who received text-type training, improved their reading comprehension and motivation to read compared to the control group.

Moreover, Raymond (1993) in her paper named *Training on the Recall of Expository Prose for University Students Reading French as a Second Language*, pursued the same goal as Carrell. Her objective was to raise awareness in the learners about the existence of some structural patterns in specific texts as and how such knowledge could facilitate or hinder the development of reading skills. The term her paper coined for the knowledge of

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structural patterns in texts was structure strategy. The target group was 45 high-intermediate Anglophone students at University of Ottawa, who were learning French. Their age ranged between 18 to 23 years. Students in the first year were compelled to take a test, which included reading and listening. Also, these students were expected to understand academic lectures and to read in L2. There was a second version of the exam, but in French, which included reading and listening sections. However, only the reading component was taken into account for the study. Students were classified into an experiment and a control group and they had to take a post-test a month after the training course ended. The results were that the students who belonged to the experiment group developed structural strategy and recalled more information than the control group, stable reading strategies could be transferred from L1 to L2 and learners who used spontaneously structure strategy in the pre-test either in the experimental or control groups, could retain such strategy to use it in the post-test. Despite all these positive issues, there were also negative ones. First, for some students, 5 hours a week were not enough to develop structure strategy in an appropriate way.

On the other hand, Hyon (1995), whose work named *A genre-based Approach to ESL Reading: Implications for North America and Australia*, pursued the following goals: first, compare and contrast the North American and Australian manners to address genre and assess its benefits in several educational contexts, which may including high school, higher education, among others. The results of

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such comparison and contrast resulted that the North American Genre approach was applied for literacy training purposes at the university level, while the Australian approach was applied for literacy training in primary and secondary levels of education. Secondly, Hyon's project implied the requirement for classroom evaluation of genre-based pedagogy through a case study in a reading course that mixed both American and Australian trends to genre. It is pertinent to mention that regardless this research endeavor is not L2-focused or oriented, such project is relevant to include it in this paper because Hyon's project highlights the importance of teaching text structure, raising awareness in learners about such issue, and establishing avenues teachers and learners have in order to develop or train genre or text type knowledge.

To undergo such task, the project measured the effects of reading instruction from 11 ESL students at the University of Michigan. Data was collected by a reading activity that was applied by the end of the semester as well as two interview sets. The data gathered by the reading activity indicated a remarkable improvement in learners' rhetorical understanding of texts, despite that the data also showed finite effects on content comprehension. The interviews showed a remarkable change in learner's beliefs towards the reading course

All in all, the results showed that genre-based reading instruction can be a beneficial resource for promoting higher education learners' awareness of text structural and stylistic characteristics. Moreover, the results suggested a possible

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connection between genre-based reading and written composition classes. Lastly, the paper points out the possible positive products of merging North American issues related to certain text types with the Australian focus on explicit modeling of genre

Another research was undergone by Barth, Tolar, Fletcher, and Francis, (2014) in the University of Utrecht . Their project was focused on establishing the effects of learners' expectations regarding to discourse genre on the reading comprehension process and products. Two experiments were done to undergo this task. The first one aimed at testing the impact that global conception that literacy activation and genre expectation had in the reading process and products. The results of this experiment were that learners faced texts in different ways when they were exposed to news stories than when they were exposed to literary ones. The news stories were processed faster than the literary ones. The reading of literary stories lead to a "stronger superficial representation, but a weaker contextual representation" (p.6)

The second experiment aimed at testing another alternative prediction belonging to text-founded representation. Such prediction was that the reader who faced both news and literary stories would build robust representations of relevant information from the text, while the literary readers would build a more robust representation of irrelevant sentences than the news readers would. The results of this experiment were practically the same as Experiment 1. However, it provided

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further information, which is quoted below (Barth, Tolar, Fletcher, and Francis, 2014, p. 930)

Furthermore, it provides additional data on differences between the processing and representation of causally important and causally unimportant information in literary and news comprehension. Most important, Experiment 2 both replicated and extended the finding of Experiment 1 that the difference between the literary and the news conditions cannot simply be attributed to a deeper processing in one of the conditions. Subjects in both conditions did not differ in overall performance on the verification task, whereas there was a significant interaction between reading condition and level of representation.

Results from both experiments showed that learners' or readers' expectations related to the genre affected the way they process the text and the way they build mental representations from it

Taking into account all the issues discussed in this section, this researcher can summarize everything in five main aspects that would be the foundation of future implications, either for this research endeavor as well as his practice:

1. One of the factors that lead to poor reading comprehension is inadequate teaching instruction. Therefore, teachers should be trained in the art of reading

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2. Teachers disregard the context he/she is carrying out his/ her pedagogical practice. Consequently, before starting a reading plan, teachers must consider the place they attempt to develop reading skills.
3. Teacher must train students in reading by choosing a particular reading instruction approach or, if possible, a combination of several reading instruction approaches (Question the Author, Collaborative Reading, Transactional Reading, etc). Once again, in order to do this, he/she must be trained in these approaches and choose based on the context and the goal he/she is pursuing
4. In addition to reading instruction choice or selection, teachers and students must be familiar about the characteristics some texts types have. Raising awareness in students and training them about text structure or text features could facilitate reading comprehension. For this reason, teachers must be familiarized in genre pedagogy or text type teaching along with reading instruction approaches to “customize” his practice and make more pertinent and relevant
5. Reading strategies should be taught explicitly. This implies that teachers should change their teaching routines regarding reading, that mostly implies giving the reading article and questionnaire to be answered. Instead, he/she should devote some time to explain the strategy in terms of definition, when to use, why to use it and how it is done,

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5. Methodology

This chapter will address the following issues: research type, research design, data collection instruments and techniques, as well as a detailed description of the procedure involved to gather data and analyze it.

5.1 Research type: Qualitative Research

This study was carried out at Universidad del Atlántico, which is the most important public university on the Caribbean Coast. This educational institution serves over 22.000 students distributed in 32 academic programs. In addition to this, it offers nine specializations, seven master degrees and three doctoral programs. This researcher chose 2 students from and a professor from one of these programs, the Foreign Language Teacher Education, exactly from the 4th semester as his the target group.

As it was mentioned, this study was carried out taking into account the qualitative approach since it provides the possibility to do a deeper and contextualized analysis of the teaching factors affecting reading comprehension skills in tertiary- education level students. It is worth pointing out that this research endeavor does not attempt to generalize its findings, but to understand the nature and possible solutions to a problem: what reading instruction factors affect the development of comprehension skills in the aforementioned group and program.

Hancock (2002) states that a qualitative approach may provide a better understanding of the social world in which humans live, something the quantitative

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approach cannot. This research type attempts to provide a more contextualized and deeper understanding of an event or issue. In this case, what and how some teaching issues affect learners' reading comprehension skills, how students approach reading and overcome some difficulties related to such skill, what activities, text types, or questions the teacher favors or uses the most and how he/she explains reading comprehension. Moreover, a qualitative approach involves a flexible data analysis and discussion of results.

The same author lists some characteristics related to this design as follows:

Hancock (2002, p.2)

- ✓ Qualitative research describes social phenomena as they occur naturally. There is not biased manipulation on the situation under study, as is the case with experimental quantitative research.
- ✓ Since qualitative research requires an ongoing, reflexive and open minded approach, understanding of a situation is gained through a holistic perspective. On the other hand, Quantitative research relies on the ability to identify a set of variables.
- ✓ The data gathered are used to create concepts and theories that help individuals to be aware about the social world around them. This is an inductive approach to the development of theory. Quantitative research is deductive and attempts to test theories that have already been proposed

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- ✓ Qualitative data gathering is more interactive and personal since they are collected through direct encounters with individuals, through face-to-face individual or group interviews or by observation. Data collection is time consuming.
- ✓ The intensive and time-consuming features of data collection needs the use of small samples.
- ✓ Different sampling techniques are used. In quantitative research, sampling seeks to demonstrate representativeness of findings through random selection of subjects. Qualitative sampling techniques aim at seeking information from specific groups and subgroups in the population.

According to Maxwell (2012), when a researcher starts an endeavor there are 3 types of goals: personal, practical and intellectual. Sometimes, which can be in harmony and sometimes in conflict. In this case, this researcher and his endeavor are not in conflict. The personal goal is to understand those teaching or instructional factors that affect the development of reading comprehension skills, considered as paramount for academic success. The practical goal in this case is to draw some conclusions, which may be the foundation to several suggestions in order to facilitate the teaching, development and improvement of reading skills in the study plan or syllabus on the program. Finally, the intellectual goal is to enhance the knowledge related to reading instruction and the development of reading comprehension skills in this particular context or place

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5.2 Design: Case Study

Attempting to reach these goals, the case study design was selected. Case study is defined as a practical course of action that approaches a contemporary aspect within its real-life domain, when the limits between the aspect to be addressed and the context where this aspect takes place are not very clear or evident, and where several sources of evidence are employed (Yin, 2013). Case study can be also seen as the examination of one single person or being using an extensive repertoire of data (Sutter, 2011) In other words, it is the analysis or examination of a single person or entity (school or group) based on data from a number of sources. The reasons why the researcher has chosen this method is the in-depth information and description of the phenomenon subjected to approach. In this case, the teaching factors prevent some students from 4th semester belonging to the Foreign Language Teacher Education Program from reading in an appropriate way in a public university in Colombia.

Case study offers a wide range of advantages listed below (Adelman & Kemmis, 1976, Nunan, 1992)

- ✓ This technique can provide an archive of rich descriptive material that may be enough to accept future reinterpretations.
- ✓ This technique can also be considered are “a step in action” since they start in this world of action and provide information that contributes with such world. This information could be interpreted in a direct way to be used in future occasions

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- ✓ The insights yielded by the case study can be put to immediate use for a variety of purposes, including staff development, within-instruction feedback, formative evaluation, and educational policy-making
- ✓ Its data are usually more accessible than conventional research reports, and therefore capable of serving multiple audiences

The question that arises from these facts was: What was the case? The case was that most students belonging to the Foreign Language Teacher Education Program showed low scores in Pruebas Saber Pro in 2010. Surprisingly, there was an increase or improvement in 2011-1 and 2011-2. In 2017, there was a group of students whose reading performance was low. In fact, the coordinator of the program stated that students from Engineering read better than the ones belonging to The Foreign Language Teacher Education Program. Thus, a question arises: what are or were the instructional factors that affect(ed) the development of reading comprehension skills? Why students who are expected to teach reading are not reading proficiently themselves?

In order to approach this issue, the researcher chose initially 3 students from 4th semester belonging to the Foreign Language Teacher Education Program and employed the following instruments and techniques to gather data to be further analyzed: classroom observations, student and teacher interview and think aloud protocol. All of them will be described below

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5.3 Data Collection Techniques and Instruments

5.3.1 Classroom observations

According to Seliger, Shohamy & Shohamy (1989), observations are one of the main data- collection technique since they provide information about “how learners use language in a variety of settings, to study language learning and teaching processes in the classroom, and to study teacher’s and students’ behaviors” (p.162). They also add that its main use is to analyze a phenomenon or behavior that is taking place in the moment. Furthermore, its main advantage is the close range and the presence of the variable that exists in the context that facilitates the study of the phenomenon. This technique was used in order to see the dynamics or inner workings of the class. In other words, to see what takes place in the classroom regarding reading instruction, the difficulties the students may or might face, the way the teacher explained his/her class, especially reading, how students responded to their teacher’s explanations and activities, and other essential elements from the classroom context that could help the researcher analyze the way students read.

This data gathering technique used as instruments two items. One of them was the videotaping of the sessions, which were 11, but only 5 of them really worked for the researcher, since they were the only reading-oriented or related ones. Then, these videotaped sessions were passed on a format to develop its analysis. This format included five columns. The first column gathered information about the turn number. The second one included the participant that could be the

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teacher or the learner, the third one had information about the actions and words they did or said, the fourth column gathered information about the category of analysis that the event was related or connected. Last, but not least, the fifth column included the researcher's interpretation of actions or words

5.3.2 Interviews

This technique is defined as an interaction between two participants under structured or semi structured conditions (Kleinsasser and Perry, 2005). Such interaction "allows for direct monitoring for comprehension of the questions and modification in the case of misunderstanding" (p.125). The interview can be classified into two types: structured and semi structured. This research project used the semi-structured interview, because of its flexibility to add follow-up questions to expand the pre-established set of questions.

As well as the observation, interview is a technique that implies the use of an instrument, which consisted of a series of questions with specific purposes for the teacher and his 3 students. The one for the teacher aimed to get information about the characteristics of the methodology used by teacher for teaching L2 reading as well as to establish the relationship between the teacher's methodology and students' L2 reading comprehension, what text types and activities he favored and whether he explained text features genre by genre.

On the other hand, the one addressed to the students aimed to identify the most common difficulties students encountered when they read as well as their

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strategies to overcome reading problems and their points of view about the teacher's methodology, the activities he offered or supplied, among other things.

5.3.3 Think Aloud Protocol

This technique involves the student telling aloud, so to speak, what he/she is doing when he/she is reading (Klingner et al., 2015). It provides paramount information related to the metacognitive and processing strategies involved in the reading process (Kucan & Beck, 1997). These 2 authors view think aloud as a tool for inquiry, a technique for instruction and a mechanism to encourage interaction in social terms. Think aloud is a pertinent tool for this inquiry owing to the fact that it provides information about the goal –oriented and flexible features of the reading process. The second function, as a mode of instruction, think aloud can be used by teachers when they model their reading process. In other words, teachers model their strategies or verbalize what they are doing while reading. Consequently, instructional approaches were created to promote think aloud protocols in learners. Last, but not least, thinking aloud protocols have led to discussion among learners to make meanings from text in a collaborative manner. This last issue implies a new direction regarding the use of this technique in which interaction plays a key role.

Think aloud and verbal reports have been employed for several purposes and results. Some of them are (Jahandar et al., 2012, p. 2) :

- ✓ Design a taxonomy or classification of reading strategies (for instance: N. J. Anderson, Bachman, Perkins, & Cohen, 1991).

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- ✓ Compare and contrast L1 and L2 reading and find evidence related to the transfer issue from these two languages (Sarig, 1987).
- ✓ Identify the strategies "good" and "bad" readers employ (for instance: Block, 1986)
- ✓ Research the impact of background knowledge on reading comprehension (Pritchard, 1990)
- ✓ Depict the strategies used when taking reading exams or tests (Anderson et al., 1991)

Think aloud, however, poses certain challenges, which were mentioned by Baker (2002), as follows:

- ✓ It could interrupt the reading process since students cannot concentrate on the article due to verbalizing.
- ✓ Some learners may find this technique difficult to undergo in addition to the fact that they could not be aware about the cognitive processes that are taking place in the reading act and may find it difficult to describe what they are thinking
- ✓ Learner's answers can be affected by age, verbal skills and engagement level
- ✓ Instructions or questions requested or asked at the moment of doing the think aloud protocol could bias answers from the learner
- ✓ Think aloud may devote a lot of time and teachers may find it difficult to mark

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The aforementioned difficulties can be overcome, to a certain degree through practice, so that, they can describe and raise more awareness about the mental processes that are taking place. This researcher used this technique to identify what the target students did when they read, how they faced reading difficulties and what difficulties they had and why they had them, among others. In order to gather such information, the researcher designed an instrument named Think Aloud protocol that contained the following guiding questions:

- ✓ Why did you answer like this?
- ✓ How did you get to this answer?
- ✓ What difficulty/ies did you have when reading?
- ✓ What did you do to overcome such difficulty/ies?

TABLE 1: DATA COLLECTION TECHNIQUES		
INSTRUMENTS TECHNIQUES	INSTRUMENT S' OBJECTIVES	RESEARCH OBJECTIVE
Classroom Observations/Guide/ format	Identify teacher's methodology when teaching reading (text types, instructions, questions)	Characterize L2 reading methodology used by the teacher Identify the most common visible difficulties students have when they read. Analyze the way students read

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Students interviews Interview guide	Obtain information about students' attitudes towards reading Identify students' difficulties when reading Obtain information about the way or strategies they use to face texts	Identify the most common difficulties students have when they read. Analyze the students perspective of how they read Identify strategies students use in order to overcome reading difficulties
Think aloud protocol to students Think aloud guiding questions	Identify sts' reading difficulties Identify how learner's face reading difficulties Analyze what processes take place when sts read	Identify the inner processes that take place when they read Identify students' reading difficulties and how they overcome them
Teacher's Interviews	Obtain information about teacher's methodology (texts used, questions and activities designed, favored strategies, etc)	Characterize the teacher's L2 reading methodology

5.4 PROCEDURE

This research endeavor started by establishing what initial piece of information to gather and how. After some serious thoughts, the researcher decided to start classroom observations as the first course of action in a group from 4th semester belonging to the Language Teacher Education Program. In order to do this, the researcher videotaped 11 sessions during one month and 3 weeks. The reasons behind the researcher's decision of videotaping these sessions were that a camera could provide more information than a tape recorder when the

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researcher transcribed and analyzed them. The main purposes of such observations were to identify some initial issues related to methodology, especially the text types the teacher used, how he explored texts, the way he explained the reading process or strategies, what kind of questions, activities and directions he made, among other aspects. Next, five out of these eleven sessions were subjected to analysis, based on the fact that they were the only sessions that were reading-oriented or related. The researcher noticed the aforementioned issue because the teacher wrote on his agenda the subtitle *Reading* as well as what reading strategies and pages from the book students and teacher would approach. These videotaped sessions were transcribed and later “poured” in a classroom observation format that included 5 columns labeled Turn, Participant, Event, Words or Events, Categories and Interpretation, in order to undergo their analysis. In addition to this, the researcher applied two interviews: one addressed to the teacher and another addressed to the students. The one belonging to the teacher aimed at gathering in-depth information about his/ her methodology, how he/she approached reading skills, if he/ she taught reading skills and how, what text types and activities he/she favored, what difficulties he/she had when addressing reading skills and activities. Such interview consisted of 15 questions (see Appendix VI, page 263). The following table shows the question numbers and their purpose

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Table 2: Question and Purpose in Teacher's Interview

Question number	Purpose
1, 4, 6, 9, 10 through 15	Characterize teacher's methodology related to reading instruction
2, 3, 5	Identify reading instruction difficulties and ways to overcome such difficulties
7	Find out if the teacher explains or not text structure. If so, how he/she does it
8	Establish relationship between the reading article(s) and the activities that followed it/ them.

Some of the leading questions in this interview are shown below:

- ✓ Did you train strategies? How do you do it?
- ✓ What difficulties did you find when you taught reading?
- ✓ Did you explicitly explain what skimming is, what scanning is? Or you just did exercises?
- ✓ Every class you write an agenda and you follow it to the letter... What is the objective of such agenda?

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- ✓ Have you explained the structure of every text you have worked with?
- ✓ What strategies do you favor the most and why?
- ✓ What strategies you favor the least and why?

On the other hand, the interview to the students was applied to 3 students , who were the initial group, but one of them had to leave this endeavor for personal issues. This interview aimed at gathering information about their attitudes towards reading, their reading level and the reading level of the questions the teacher provided, their difficulties in such skills, the strategies they used to face texts and how they overcame difficulties when they addressed texts. Some of the leading questions of such interview were the following:

- ✓ ¿Cómo hizo para responder las preguntas?
- ✓ ¿Dónde lo aprendió?
- ✓ ¿A qué nivel apuntan las pregunta dadas por el profesor o el texto: literal, inferencial o critico?

Afterwards, a think aloud protocol was applied in the students aimed at gathering information related to their reading difficulties, the processes they developed when they read and answer each question, what strategies they used to read and to solve reading problems, among other issues. This instrument was based on a reading article from The TOEFL Preparation Course and consisted of 8 questions. Questions 1 and 2 aimed at gathering information related to how they

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answer literal-level. Questions 3 and 4, how students answer inferential-level. Questions 5 and 6 attempted to collect information how students identify author's purpose and intended audience. Questions 7 and 8 dealt with how students got the possible meaning of unknown words. Last, but not least, questions 9 and 10 aimed at collecting information about reading difficulties and how they overcame such constraints. The most frequent questions are shown below:

- ✓ ¿Por qué respondió así? ¿Qué hizo para responderla?
- ✓ ¿Qué dificultades tuvo al momento de leer?
- ✓ Si las tuvo ¿Cómo las superó?

Next, the data from these instruments were analyzed through triangulation and their results were discussed. Both processes will be explained in the following chapters.

It is worth pointing out that there was some limitations for example: the occasional disruptions, caused by protests, rallies that made the students, teacher and researcher leave the premises earlier than expected. Lastly, the absence of a third participant in this research project, caused by medical problems. This student had been involved in the interview, but h/she could not participate in the think aloud due to the aforementioned reasons.

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6. DATA ANALYSIS

In this chapter, the collected answers/results will be classified instrument by instrument. First, the answers and/or data from the teacher, which were collected by interview and class observations. Then, the ones from the students; collected by think aloud protocol, class observations and interviews. This task was carried out by creating and employing a-priori, emergent and theory-driven categories, that are shown below:

6.1 Teacher

Table 3: Items or aspects taken into account to develop the analysis of the collected information

Techniques	Aspects to analyze and type
Teacher interview and class observations	<p><i>A priori</i></p> <ul style="list-style-type: none"> ▪ Teacher methodology ▪ Reading strategies taught by the teacher (if the teacher mentions, explains, lists, models, exercises reading strategies. In other words, if the professor teaches reading strategies, such as: skimming, scanning, previewing, etc, as well as what strategies he favors and which ones he does not) ▪ Teaching strategies used to explain

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	<p>reading comprehension (listing, defining ,modeling, rehearsing, guided practice each reading strategy, among others)</p> <ul style="list-style-type: none"> ▪ Difficulties and solutions in the process of teaching reading
Class observations and teacher interview	<p><i>Emergent</i></p> <ul style="list-style-type: none"> ▪ Working routines ▪ Reading assessment
Class observations	<p><i>Emergent</i></p> <ul style="list-style-type: none"> ▪ Class structure ▪ Quality/ variety of feedback ▪ Activating background knowledge ▪ Quality of scaffolding/interaction ▪ Explicit strategy instruction ▪ Disconnect reading stages ▪ Reading goal setting ▪ Metacognitive awareness/instruction ▪ Teaching reading strategy ▪ Clarity of explanations and/or instructions ▪ Session/ class planning

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Teacher interview	<i>A priori and theory driven</i> <ul style="list-style-type: none"> ▪ Teaching of text structure- Theory driven ▪ Reading strategies taught by the teacher ▪ Teaching strategies used to explain reading comprehension
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6.1.1 Teacher's interview

As it was mentioned in the previous chapter Methodology, the first step to collect information was the application of a teacher's interview that included 15 questions (see Appendix VI, page 263) aimed at identifying several issues related to his practice. The following table shows the question numbers and their objective

Table 3: Question and Purpose in Teacher's Interview

Question number	Purpose
1, 4, 6, 9, 10 through 15	Characterize teacher's methodology related to reading instruction
2, 3, 5	Identify reading instruction difficulties and ways to overcome such difficulties

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7	Find out if the teacher explains or not text structure. If so, how he/she does it
8	Establish relationship between the reading article(s) and the activities that followed it/ them.

To report data from the interview, this researcher will provide examples, in which Q stands for Questions and A for Answers. The first issue to be addressed is working routines.

Working Routines

Regarding working routines, the teacher starts the first day of each unit with an agenda, which contains the following information: class objectives, page numbers, activities, and tasks for the class and sometimes pending issues for previous classes or future sessions. The researcher discovered this issue by reviewing the transcripts class by class and found this common pattern each first class from each unit. Therefore, he labelled it working routines. The interviewed teacher considers his agenda a way to engage and guide learners in the class, no matter if they arrive late or on time as well as timesaving tool.

Q: As far as I can see, I've noticed that every class you write an agenda and you follow it to the letter... mostly unless some situations happen, for example: today (rally classroom by classroom). What is the objective of such agenda?

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A: My agenda is just for controlling time, and motivation and also because it is like a poster in which those students enter the class a few moments later or they have arrived an hour after we started the class, they can check the agenda and say "ahh¹, this is what I have lost". It saves time and it also saves questions (TI: Q.5)

Reading Strategies Taught by the Professor

With respect to reading strategies taught by the teacher, he said that skimming and scanning have been the ones he intends to teach and that is why they are written on the agenda. He also added that these two strategies would be the first of several strategies to be explored. How did the Professor explain these two strategies?. According to him, he did it by explanations, exercises and the use of real-life examples, such as a scanning machine used in a hospital to explore specific parts. In the case of skimming, he asked his students to read titles, paragraphs to see the pictures to get an idea about what the text was about.

Q: According to your agenda, you were going to teach or train students in skimming and scanning strategies, right? Did you do that? How did you do it?

Yes, I did. Of course, this was the first step to introduce them into specific set of strategies attempting to improve their reading comprehension. So, I started with skimming that is the first strategy to learn and you know what it consists of.. I explain that strategy and then scanning and then I am taking some exercises for studying that (T.I: Q 1)

¹ In this interview, Q stands for Questions and A stands for Answers

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Q: Did you explicitly explain what skimming is, what scanning is? Or you just did exercises?

A: I remember that there was part of an explanation and part of exercises. First, I told them the idea of... if I'm not sure... the idea of a scanner. They asked about the word scanning and I told them to compare that word with the word scanner: the machine they use in a hospital and they look for specific information and that the definition I gave it to them and also with skimming 'cause I told them just to read titles, paragraphs. They pay attention to the pictures and they understood what it is... like the general idea (T.I: Q 3)

With respect to what strategies the Professor favored, he answered skimming because he considered it would help students to get some background knowledge about the topic, increase the learner's vocabulary and provide contextual clues that could facilitate reading comprehension, among other things. Here it is the example:

Q: What strategies do you favor the most and why?

A: Favor. I, like motivation, so I don't like to stick to a specific strategies. I like variety, but thinking about which strategies foster reading comprehension... I would skimming (T.I: Q 8)

Well... because there are some students that have a low level of vocabulary, some students which maybe don't have cultural... background knowledge referring to the topic.. and just giving them a help with the context, giving them a help with those

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clues around the text, they may approach to the meaning. So, it's like an obstacle that vocabulary, there's an obstacle with the cultural background, they might find very helpful those clues around the text, such as: the pictures, the title, the words they know, the cognates. I foster skimming

On the other hand, the strategies the Professor/teacher avoided exploring or addressing are read aloud and translation. The first one because is mostly-pronunciation- centered, which he considered would affect comprehension and the second one because students will be used to answering in their mother tongue. The following example illustrates such insights

Q: You told me the strategies you favored the most. Could you tell me the strategies you favor the least?

A: It's hard to say because I see that every text is like a different way to approach. So, you can say that I'm not to use this because with a different text you have to use a different type of strategies. You see what I mean?. The ones I favor the least... I would say reading aloud, translation

Q: Why

A: I think their interest may be affected because if I asked them to read aloud, they would concentrate on they pronounce it, but not in comprehension and with refer to translation, they would get accustomed to give me the idea in their native language and not by using English that is what you expect them to do, you see?? (T.I: Q 11)

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Difficulties and Solutions in the Process of Teaching Reading

With respect to the difficulties when teaching reading, the professor points out his learners lack knowledge of reading strategies as well as their low speed and comprehension.

Question 1

Q: On August 28th, according to your agenda, you were going to teach or train students in skimming and scanning strategies, right? Did you do that? How did you do it?

A: Yes, I did. Of course, this was the first step to introduce them into specific set of strategies attempting to improve their reading comprehension. So, I started with skimming that is the first strategy to learn and you know what it consists of.. I explain that strategy and then scanning and then I am taking some exercises for studying that. I think you videotaped that part and these are strategies they need to practice. So, that class was only for teaching them how to do it and the other sessions just give them the text and I ask some questions and they need to use it. The idea is that they, in that class, was they had the explanation about that strategy and then all the class, all the session they should put into practice that and both related to their process of reading comprehension

Question 2

Q: What difficulties did you find when it comes to this (teaching reading), in that moment?

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A: Some of them, I think the majority of them had no idea about those strategies. They were just reading just as another genre/type of text.

Now, how did he solve the aforementioned difficulties? According to the professor, he overcame them by skimming or taking a brief look over it and explaining some strategies to read faster and better.

Q: You told me that they had difficulties related to they didn't have any idea what they were, what these two strategies were. How did you solve such difficulty?

A: Well, the thing was that to improve reading comprehension, I need to improve their velocity and some of them answered... at the end of the activity some of them answered the questions faster than the first moment because they just put into practice the strategies and they noticed they had more comprehension than previously with those ahh... the process of just reading the text. They were not paying attention to anything... just the text

Teaching strategies Used to Explain Reading Comprehension

Regarding the issue of how the professor trains his/her learners to read, he answered he first exposed his students to several text types and lead their exploration by specific questions for instance: expected information in this or that text type. Furthermore, the professor has attempted to activate previous knowledge about the reading topic

Question 13

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Q: What is the methodology you follow in order to teach your students how to approach each text type?

A: Firstly, I focus on the text type and try to activate background knowledge. If it is an ad, for example, I ask them what info they expect to find. Then, I use different strategies (skimming, scanning, cognates, etc.))to approach the text, and finally, I assess comprehension

Reading Assessment/Evaluation

As for assessment and evaluation components, that was an emergent issue based on the teacher's response, the interviewer asked him how he dealt with this process in book activities, which he follows to the letter. His assessment/evaluation is based on the personal answers the students provide, discussion and project. Here it is an example:

Q: How do you assess and verify reading comprehension?

A: I follow the exercise from guidebooks, and ask them to give personal answers. In some occasions, i start a discussion about the topic or let them to design a project

Furthermore, the teacher has an evaluation criteria sheet with the aspects to take into account for such purpose.

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Teaching of Text Structure

With respect to determine if he teaches the features of text types, the professor said he did not, since he considered this as a boring topic that may discourage his learners in addition to the fact that he said he followed the book to the letter, which contains several text models and types. It is worth pointing out that in previous questions he had answered that he pay attention to the text type, but here now he said that he saw teaching text structure as an un-motivated issue. Here is the example:

Question 6

Q: Have you explained the structure of every text you have worked with?, for example: this is a description. So, how a description begins, develops or ends; what information you can find in description, what information you can find in a narrative, how the narrative is structured..

A. No, I haven't because I'm following like a.. well, I'm following the series and the book I use has a sequence of texts and every model, I teach every pattern. And if I say "well, I'm going to teach you all these kinds of texts with examples", I think it sounds boring for them. So, every new text brings a new structure, a new strategy and also what the type of text is

6.1.2 Classroom Observation

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Regarding classroom observations, the researcher observed 11 sessions and analyzed five that were reading- related. In these 5 sessions, the professor wrote the words *reading*, *reading strategies*, *reading activity page number* on his agenda and this skill was approached. These observations aimed at characterizing teacher's reading instruction practice belonging to reading instruction. In other words, how the teacher approaches the teaching of reading skills. The researcher drew some common finding based on regular patterns that occurred in most sessions. Such findings were classified and labeled. They are described below:

Class Structure

The first session of each unit starts with an agenda the teacher writes on the board, which provides the layout of such unit for the students. This agenda includes, as it was mentioned in the issue *working routines*, page numbers from the book, goals, activities and skills involved, previous, pending and future tasks, among others. In addition to this, the sessions almost always have the same pattern: the professor asked what students did last class, what is was pending, they have oral presentations, which may include grammar or cultural issues, students and teacher undergo activities from the book to the letter, following its sequence. He mostly or almost always asks yes/ no answer questions, scaffolds by using incomplete sentences so that students complete them for him. The professor almost never asks his students why or how they got this or that answer. Each class usually finishes with the teacher announcing the pending tasks or the upcoming activities for next session(s) if the agenda was not finished, giving the scores of

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exams or exercises they did previous sessions, and providing some institutional information or remarks, that may include disruptions caused by riots or other events, such as meetings.

Quality/ Variety of Feedback

The teacher almost always provides positive feedback by repeating the student's answer and negative by using humor or negative or ironic comments, such as: "strange, how difficult!". The professor rarely or almost never asks his students why the answer is right or wrong, or how he/she got the answer. In fact, in the observations that this researcher underwent, he never saw the professor telling his students why they were wrong and provide suggestions to correct the situation.

Observation 1

37	<i>T</i>	<i>Watching TV, that's boring for you? !!! Strange</i>
38	<i>ST16</i>	<i>Reading</i>
39	<i>T</i>	<i>Reading! That's boring for you</i>
40	<i>ST17</i>	<i>Jogging</i>
41	<i>T</i>	<i>Jogging without .. What is this? (pointing at his waist) an IPOD</i>

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Quality of Scaffolding/ Interaction

The teacher usually or always scaffolds by using two techniques. The first is asking personal questions to check background knowledge (observation 7, turns 47 through 60).

Observation 7

47	STS	Cartoons
48	T	Cartoons. What else, music. What is in fashion for them? Ok, about music, number 6: the majority of them listen to hip-hop. Ok, it's not hip-hop here. The majority of them listen to (pointing at his students). The majority of them listen to...
49	STS	Reggaeton
50	T	Reggaeton. The majority of them listen to...
50	STS/T	Champeta
51	T	The majority of them listen to..
52	ST9	Carrilera
53	T	Carrilera? (<i>surprised</i>). Ok, reggaeton and champeta

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54	ST10	Salsa, si, un poquito
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The second scaffolding strategy is done by providing incomplete ideas so students provide the missing word or piece of information that always appears on the textbook in a literal way (observation 4, turns 16 through 21).

Observation 4 (16-21)

16	T	Remember that it's a TV -related profession. So, what is a newsreader?
17	ST	it's the person whom we call the presentator. It's the person who takes some notes about the news and he tells them, reads them for the .. (unclear voice)
18	T	Good. Or maybe is the presenter and just reads the news. OK. Is that the person who goes out

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		and gets the news?
19	STS	No
20	T	that's the....
21	STS	Reporter

Explicit Strategy Instruction

During the observations related to reading, the teacher promotes prediction by asking learners to check the title, images and pictures as well as questions about it and the possible issue addressed in the article or passage. Students provide their answer and the teacher never or rarely asks why (observation 1, turns 46- 53).

Observation 1

46	T	OK. Favorite and boring activity. Now, you have to decide which are favorite for you and boring activity for you. Go to page 102. Ok ? . Just practice some activities covered in last session using a test. Do you remember those activities that we practiced on the first test? No, ok. Let's not worry I have a question for you: Check the title, look at the pictures. If they are colorful, good. If not, use your imagination. Work in groups or in pairs . what's the title of the text?
47	STS	Going out
48	T	the text, the text

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49	STS	Pick of the week
50	T	Pick of the week Now, you have the pictures. Look at the pictures. Ok, now, tell me: what do you think is this text about? just checking the titles and the pictures
51	ST	I can't see the pictures
52	T	Ok. Look at the titles
53	ST	I think the title is about the different activities we can do at night, in different hours (sound distorts)

The same situation happens with scanning and identification of key words
(*observation 1, turns 69-80 and observation 4, turns 128 through 134*)

Observation 1

69	T	<i>Suggesting what to do Ok. Now, look at the people all over the text. There are four people over the text. See? Ok. Some of them are deciding where to go and you are going to help. Ok? You're going to help. First, what they need, what are their intentions and tell me what a suggestion to go. First, analyze the activities. Ok? How many activities are there? A-B-C-D-E-F How many activities?</i>
70	STS	<i>6 activities</i>
71	T	<i>How many people?</i>

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72	STS	4
73	T	<i>You have more than one option for each person. What is the name of the first person in the picture?</i>
74	STS	<i>Elizabeth</i>
75	T	<i>Elizabeth. The second is...</i>
76	STS	<i>Anne</i>
77	T	<i>The third is</i>
78	STS	<i>Melissa</i>
79	T	<i>and the fourth is ...</i>
80	STS	<i>Frank</i>

Observation 4

128	T	Ok. A TV guide for a special day. What is it?
129	STS	Thursday.
130	T	Check a program from the list and please tell me what kind of program is that. Check, select the program from the list and tell me what type of program is that. Ok? (walks around to check students) Attention, these are real programs. Ok, who wants to talk? Tell me. Say the name of the program and tell me what program is that. Do you know anyone?
131	STS	Yes. Friends. Joey and Chandler leave baby Ben on a bus (<i>reading the first lines of the TV guide</i>). It's a

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		comedy
132	T	Yes
133	ST	A sitcom

Moreover, teacher writes the reading strategies SKIMMING and SCANNING on the board. Students skimmed the text by answering questions, for instance: what did you learn from the text? Students answered by giving facts they did not know before reading the text. (observation 1 turns 164 through 166)

Observation 1

164	T	<i>Nice. Ok, then we talk about the ... Thank you. Do you want to talk something about the topic? What did you learn? Say something about the topic</i>
165	ST	<i>I didn't know his real name. Rowan?</i>
166	STS	<i>(unison) Atkinson</i>
167	T	<i>But you said that Rowin Atkinson is not the only actor representative of that culture. There are others</i> <i>(pointing at a student)</i> <i>James Bond ..any other characters?</i>

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Disconnect Between Reading Stages

Teacher follows the book to the letter. When he occasionally designs his own reading activities, there is no connection between pre-, during- and post-reading activities (observation 4, turns 105 through 207).

Observation 4

105	STS	<i>That man whose car was stolen last week</i>
106	T	<i>Do you need that information: whose car was stolen to identify the man?</i>
107	STS	<i>No</i>
108	T	<i>No. Hey, that's the man. That's all. That's the main clause. The rest is extra..</i>
109	STS	<i>Information</i>
110	T	<i>(Repeats word). OK? Clear? OK</i> <i>Now the topic. Let's go to the exercise so we can have a clear more practice, page 107. What is a relative pronoun or a relative adverb? We need to fill these sentences. For the first one: I like films..</i>
111	STS	<i>Which</i>
112	T	<i>which or...?</i>

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113	STS	<i>That</i>
114	T	<i>That are about aliens. B, Tom Cruise...</i>
115	ST	<i>is the actor who I admire</i>
116	T	<i>Most. It says I admire most... Who or ...?</i>
117	STS	<i>That</i>

Moreover, there is a series of presentations after some reading activities. They seem to be considered post reading activities. Such presentations were mostly related to grammar issues: reported speech, relative clauses, biographies, such as Rowan Atkinson or Mr. Bean (observation 1, turns 151-159), which were not connected to the reading topic.

Observation 1

151	T	<i>Ahh, the pictures. Ok, let's move on. Now, the presentations</i>
152	ST	<i>Teacher, my partner is not well</i>
153	T	<i>What about the other group? So, Joan?</i>
	ST	<i>We are not complete</i>
154	T	<i>Again, again. You can make an effort, because today is extremely silent (people laugh). Ok, the microphones are</i>

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		<i>yours</i>
155	STS	<i>(Presenters are writing the information on the board MOVIES IN ENGLAND)</i>
156	P1	<p><i>My name is ... and my group is formed by Today, we are going to talk about Movies in England. I'm going to talk about the most important celebrity of the British.... He is Mr. Bean. His real name is Rowan Sebastian Atkinson. He was born on 6th January , 1955 in Newcastle . he studied in Newcastle University and Oxford University Electrical Engineering . Atkinson has 2 children Ben and Lily . His wife is Sunetra Sarty. His parents are Erick Atkinson and Ella May. Mr. Bean won in 1979 the British Academic Award</i></p> <p><i>(the group continued presenting the biography of Mr. Bean)</i></p> <p><i>(while this is happening, the teacher showed me the oral presentation score sheet)</i></p>
157	P2	Who can tell me names of British actors? We can see Mr. Bean, Charles Chaplin is another. Who can tell me a very well known actor from America? For example
158	ST	Will Smith

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159	P2	<p>Will Smith. Robert Patrick and this person. British films are based on drama, passion, love and sometimes they try to show the British culture. When they talk about British culture, I'm not talking about The United Kingdom only. I'm talking about Scotland and other countries that are British close.</p> <p>There is a difference with American films. The American films that are recorded in Hollywood are based on action, adventure and that's why they sell a lot of movies to the world. For example: if you can see Charles Chaplin and all actors in British films , it is very funny this is not action, not adventure. This is more than old future, it doesn't show future. It is the same that Mr. Bean. There's no action , adventure and there is a difference with Terminator: there are fights (presentation continues with some audio problems- unclear voice) .. and Mr. Bean or Sherlock Holmes are more mystery and this is the great difference that we can find British films and American films</p>
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Activating Background Knowledge

Teacher always checks background knowledge to strengthen topic knowledge (observation 4, 148 through 203/ observation 1, turns 126 through 144).

Observation 4

148	T	<i>Now, let's think of Colombian programs. Anything related to Colombian programs (Writing on the board the word SITCOM). Sitcom, any Colombian situation comedy?</i>
149	ST	<i>El Man es German</i>
150	T	<i>(Repeats and writes this program on the board). Why? Because the sketch, I mean the format, is very similar to that. It's a situation and it makes you laugh. Ok? And this is German. Any other?</i>
151	STS	<i>Sabados Felices</i>
152	T	<i>It's not a situation comedy</i>
153	ST STS	<i>Noticiero MPI con Severo Copete No</i>
154	T	<i>Situation comedy?</i>
	STS	<i>No</i>

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	ST	<i>Pero cogen un tema de política y lo... (unclear voice)</i>
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Metacognition Instruction/ Awareness/Text Structure Instruction

Teacher attempts to promote directly or indirectly text structure awareness by asking his learners in what text types they can find the information presented on the book, what the intention of the article is (observation 1, turns 65-69 and observation 9 turns 165-173). Students provide answers and the teacher never asks why or how they got to this answer.

Observation 1

63	T	Let's change the question. Where you can find this kind of text? Where ? in what, in a newspaper?
64	ST	In a magazine
65	T	In a magazine, very good. What magazines? What do you think is the purpose of that text? Somebody wrote that text for you. Try to identify this. To invite somebody?
66	ST	Suggesting
67	T	Suggesting what?
68	ST	What to do?

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69	T	<p>Suggesting what to do Ok.</p> <p>Now, look at the people all over the text. There are four people over the text. See? Ok. Some of them are deciding where to go and you are going to help. Ok? You're going to help. First, what they need, what are their intentions and tell me what a suggestion to go. First, analyze the activities. Ok? How many activities are there? A-B-C-D-E-F How many activities?</p>
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Observation 9

165	T	Ok. Two more activities. The first one is, two of them are reading. The first reading is very easy. Go to page 115. There is a text. There are two questions and two answers. What type of text is it? And number 2: where can you find it? Check the text, check the text. What kind of text is it and where can you find it ? Uh, uh? Ok. What kind of text is it?
166	STS	Information text, technical
	ST	Classified..
167	T	<p>Very good, it's a classified ad. It's an advertisement. It's an advertisement. It's a classified ad.</p> <p>Where you can find it?</p>
168	STs	In a newspaper
	ST	In a magazine
169	T	In a computer magazine? Maybe. In a newspaper also. Which section?

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170	STS	Ads
171	T	Classified ads. Now, read for specific information, answer the questions from 1 to 4. Come on. The text is very short. You seem to know the vocabulary related to PC. I want to know if you can read the information related to technology. Very easy. That's good. First question, what is the writer's purpose?
172	STS	Sell the computer
173	T	Are you sure?

Teaching Reading Strategy: Collaborative Learning

The teacher sometimes uses group work and collaborative learning to address some reading issues (observation 1, turn 81). Students are engaged, share ideas and ways to address or solve the task

Observation 1

81	T	<i>Ok. Let's do this, Ok. Just check what they say and try to identify a good activity. ok? Imagine that it's his or her favorite activity. Discuss it with your partners.</i>
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Oral participation

Occasionally, the teacher makes room for insights or comments about the students' presentations, in which they share opinions and what they discovered in each one of them. Unfortunately, there was just one intervention (observation 1,

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turn 164-167/observation 3- whole). This could happen probably because they did not see the relevance or pertinence of participating and the presence of the observer.

Observation 1

164	T	<i>Nice. Ok, then we talk about the ... Thank you. Do you want to talk something about the topic? What did you learn? Say something about the topic</i>
165	ST	<i>I didn't know his real name. Rowan?</i>
166	ST S	<i>(unison) Atkinson</i>
167	T	<i>But you said that Rowin Atkinson is not the only actor representative of that culture. There are others</i> <i>(pointing at a student)</i> <i>James Bond ..any other characters?</i>
168	ST S	<i>Charles Chaplin, Harry Potter</i>
169	T	<i>Charles Chaplin, Harry Potter</i>

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During the observation of the first session, the teacher has a rubric form to evaluate students' performance in their presentations, but he rarely showed it to his students, claiming that they would be more focused on these criteria than the contents they were presenting instead.

Clarity of explanations/ objectives

Some reading activities have not clear explanations or objectives and the teacher does not approach such issues (p. 115 ex. 5 and 8 UPSTREAM INTERMEDIATE B1).

Planning

The teacher follows the book to the letter and when he attempts to do his own activities or change the sequence of the activities contained in the book, he somehow leads to confusion because he has done the opposite of what the book suggests. An example of this fact is observation 9, turn 220, in which he does the opposite activity sequence. He first asks his students to complete and then listen, when the book suggest a different order. This led to a temporary confusion in his students.

6.2 Students

In this section, the answers/ results belonging to the students will be provided and classified instrument by instrument. The data was collected through think aloud protocols, observations and interviews.

Table 4: Aspects to Analyze in the Data Collection Instruments for Students

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Instruments	Aspects to analyze
Think aloud protocol	<ul style="list-style-type: none"> Strategies students used to answer questions in different levels (literal, inferential and critical)
	<ul style="list-style-type: none"> Strategies used to identify the possible meaning of unknown words
	<ul style="list-style-type: none"> Reading processes students undergo when reading
Interview	<ul style="list-style-type: none"> Reading difficulties and ways to overcome them
	<ul style="list-style-type: none"> Reading processes students undergo when reading
	<ul style="list-style-type: none"> Reading difficulties and ways to overcome them
	<ul style="list-style-type: none"> Insights about teacher's methodology regarding L2 reading instruction
Class observations	<ul style="list-style-type: none"> Reading difficulties and ways to overcome them

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	<ul style="list-style-type: none"> ▪ Strategies students used to answer questions in different levels (literal, inferential and critical)
	<ul style="list-style-type: none"> ▪ Insights about teacher's methodology regarding L2 reading instruction

6.2.1 *Think Aloud Protocols*

The first data collection instrument used in this research endeavor was the think aloud protocols to students. In these, two students made comments or insights about what they did while reading texts in order to find out what processes took place when student read. In addition, they could raise awareness about strengths and weaknesses belonging to this skill and ways to progress themselves if they faced difficulties. It is worth retaking the fact that questions 1 and 2 aimed at gathering information related to how they answer literal-level. Questions 3 and 4, how students answer inferential-level. Questions 5 and 6 attempted to collect information how students identify author's purpose and intended audience. Questions 7 and 8 dealt with how students got the possible meaning of unknown words. Last, but not least, questions 9 and 10 aimed at collecting information about reading difficulties and how they overcame such problems. These issues had already been addressed in the chapter named Methodology.

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Regarding the first issue, strategies students used to answer questions in different levels (literal, inferential and critical), Student 1 considered he answered it literally, since he noticed he could take it without changing anything or altering it. He did it by underlining sentences and word he considered relevant. When he read the question, he went for those underlined words and phrases and wrote them.

Pregunta 1A

P: ¿Por qué respondió de esa manera?

R: Ok. Lo hice de manera literal porque no vi necesidad de replantearla una respuesta que está clara y se puede tomar sin necesidad de alterarla. Entonces, pues simplemente la tomé así.

P: ¿Qué hizo para responder la pregunta 1?

R: Ok. Bueno, primero había leído todo el texto, subrayando algunas partes, palabras, frases que me parecieron importantes y relevantes del texto. Entonces, cuando vi la pregunta, fui a esas cosas, a esas frases o palabras que había subrayado y me di cuenta que en una de esas está la respuesta y pues la tomé y la escribí allí

On the other hand, Student 2 skimmed the text to get the gist and found the information as literal as the first student. However, he decided to paraphrase it. He also answered literal- level questions by taking some literal information or words and changing some others to adapt it. He did this by going to the question first and then, locate where this information is on the text. Here is the example:

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Pregunta 1A (student 2)

P: ¿Por qué respondió de esa manera?

R: Yo lo que hice fue revisar el texto. Aparte, se refería a los movimientos de los bancos de peces y me referí casi que explícitamente a eso, solo que traté de parafrasearla un poco

P: ¿Qué hizo para responderla?

R: Bueno, primero la parte que hablan que los peces se mueven en formaciones como bastante apretadas o cercanas uno del otro, y luego teniendo en cuenta eso como base, agregué los otros detalles, como que son diferentes formas de mover: pueden ser ordenadas geométricas...

With respect to the aspect of how students answer inferential-level questions, Student 1 reported he answered this by means of skimming the text, or globally reading it and when he read the question; he immediately remembered the information and wrote in the way he remembered. In other words, he paraphrased it or rewrote it based on his memory, because he did not have to read the article again or skim it again. Furthermore, he also answered this type of questions by means of rereading and making inferences through relationships of opposites at the lexical level. Here is the example:

P: Pregunta 3. ¿Por qué respondió de esa manera?

R: Bueno, ese también es un replanteamiento de la frase original... y bueno y la manera como lo respondí fue porque. Bueno, de hecho, esa fue una de las más

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fáciles en responder porque en la lectura rápida que hice al principio, eh, cuando vi la pregunta, sencillamente me acordé de lo que había leído y no tuve necesidad de irme nuevamente al texto. Simplemente, la respondí como me acordé que lo había leído y pues, fue así como di con la respuesta

P: ¿Qué hizo para responderla?

Sería básicamente lo mismo que respondí antes: simplemente leí, entendí de que se trataba y comencé a escribir de acuerdo a lo que recordaba y llegue a una frase en concreto

P: ¿Qué hizo para responder la pregunta 4?

R: Bueno, en la línea en realidad hablan acerca de específicamente peces pequeños. Entonces, pues, como dice que es peces pequeños, lo que me pude imaginar pues era que la única manera no pudieran o eran menos probable que estuvieran en un fish school, era que fueran grandes. Entonces..

Student 2 answered this type of question through being aware first that the question required a deeper level of thinking and knowing where exactly the information was in the article. He did this by going to the question first and then located the line or lines where the information was and answered based on the question. He also answered this question type by going to the question first and checking it, identifying key words in the question (less likely) and then finding the opposites and synonym expressions in the article (move in *schools* predominantly

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when they are *young*, but they take up a more *solitary* existence as they *mature*).

Here is the example:

Pregunta 3, ¿por qué la respondió así?

R: Bueno, esta pregunta era un poco más profunda porque había que inferir, y exactamente se basó en una parte del texto, fue una parte muy explícita. Decía pues que cuando un depredador se acercaba, el hecho de estar ahí en banco, aseguraba que solo una pequeña parte del banco iba a ser devorado, iba a morir, y aseguraba que la mayoría pueda seguir sobreviviendo

P: ¿Qué hizo para responderla?

R: Bueno, revisé la pregunta ¿Qué puede ser inferido cuando un depredador ataca un banco de peces?, me fui al texto en la parte que específicamente decía eso, y respondí basado en la misma pregunta para armar mi respuesta

This answer implies that he is more aware than the first student is about the fact that there are questions that require the conscious choice of going a little further or analyzing in more depth. This researcher considers this student as a conscious strategic reader and thinker, since not only he knows what mental task is required (inferring), but also what strategies can help him find the answer (locate specific information, scanning).

As for the critical-level questions, namely, identify author's purpose and intended audience, Student 1 answered he addressed this question type by

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identifying key verbs related to informing or arguing, by locating opinions made by the author. He noticed the author was very objective.

Pregunta 5, ¿por qué respondió así?

R: Bueno, respondí de esa forma porque esa fue la impresión que me dio. Más que de pronto sostener algún pensamiento o persuadir a alguien de pensar algo, simplemente estaba informando

P: ¿Qué hizo para responderla?

R: Saber que estaba informando y no argumentando algo, simplemente tuve que mirar las palabras que usaba, los verbos, mirar si de pronto en algún momento el texto colocaba una opinión propia, pero fue todo muy fuera de él. No había como una opinión de él, simplemente juntaba textos de lo que me imagino tuvo que haber leído para crear el texto y lo colocó ahí

Student 2 could identify the author's purpose, which was informing, because he remembered how texts were classified, and what characteristics each type had. Then, he just used his previous knowledge and paraphrased the information.

Pregunta 5, ¿por qué respondió así?

Bueno, con la parte de la intención del autor, yo recuerdo que yo aprendí un poco sobre esto de cómo es el tipo de texto, y están los textos narrativos, informativos y yo me basé en esto y recordé que realmente no... esto me hizo recordar y me referí a eso: que el texto pues presenta la información sobre el comportamiento del cardumen o banco de peces

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P: ¿Qué hizo para responderla?

R: Bueno, parafraseé la pregunta de manera que ella misma pudiera responderse a sí misma y saqué lo que yo pensé era la intención del autor del texto

Regarding the expected audience, Student 1 answered the expected audience could be anyone who was interested in the topic, fish and their behavior, since he considered he did not have to be an expert in the field to understand what the text showed. In his opinion, the article was a text addressed to anybody regardless if he or she does not have previous knowledge about it. Here is the example:

Pregunta 6, ¿por qué respondió así?

R: Bueno, aquí respondí que podría ser a cualquier persona que tuviera un interés especial en el tema, porque bueno no tuve que ser un especialista en el tema para entender lo que estaba hablando. Es un texto que se puede entender fácilmente pues si se conoce el vocabulario que contiene, y por eso me parece que a cualquier persona podría dirigírsele este texto

P: ¿Qué hizo para responderla?

R: Porque analizando un poco la manera como está escrita, las palabras que utiliza, en fin, todas estas cosas, me doy cuenta que no utilizó un lenguaje muy técnico, un lenguaje demasiado difícil de entender para una persona que no tiene conocimientos en el tema. Entonces, fue así como llegué a esa conclusión

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Student 2 dealt with this aspect by taking into account the text type, its purpose and the information it provided. Therefore, he reached the conclusion that the intended audience could be anyone who is studying Biology or Marine Biology, since he considered pivotal to find out why fish formed in these special shapes.

Pregunta 6, ¿por qué respondió así?

R: Bueno, yo pensé.. originalmente yo pensé en hacer una especie de “trampa”, en el sentido que quería poner “ este texto es usado en los exámenes de inglés para probarnos nosotros los estudiantes de Idiomas”, pero pensé que de pronto podría ser algo inapropiado por el momento y decidí hacer lo que debería hacer y decidí responder de esa manera

P: ¿Qué hizo para responderla?

R: Bueno, pensé en el tipo de texto, me base en el vocabulario que tenía el texto y pensé “bueno, este es un vocabulario para un texto informativo en mi opinión, en mi opinión es informativo”. Entonces las principales personas que se les crea este tipo de texto son estudiantes o personas que están interesadas en el tema, y pues me basé más que todo el aspecto de estudiantes y dije : bueno, este texto tiene bastante información, el profesor se los da a los estudiantes para que ellos aprendan obviamente, pero para que también comenten al respecto.

Referring to identify meanings of unknown words, Student 1 answered this through contextualization, skimming and inference. He read globally, identified its

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context. In addition to this, the student argued he created a “mental picture” of the word. Here is the example:

Pregunta 7, ¿por qué respondió así?

Bueno, lo cierto es que ninguna de las dos palabras está definida en el texto, pero digamos que pude inferir por lo que leí más o menos de que se trataba. Por lo menos, en la primera palabra que pregunta, que sería la siete, SCHOOL no estaba claro allí que significaba un AQUATIC SCHOOL, pero pude entenderlo por lo que decían en todo el texto. Entonces, pues coloqué lo que creí que significa

P. ¿Qué hizo para responderla?

Como no están claramente definidas, me tocó pues inferir de contexto. Esto, como le dijo también tener en cuenta la imagen mental que se me pasó por la mente. Fue así como llegué a esas respuestas básicamente

Student 2 coped with this issue by first going to the lines the question stated the unknown word was and reading them

Pregunta 7, ¿por qué respondió así?

R: Bueno, las dos preguntas, ambas son específicas en donde encontrar la respuesta. Por lo tanto, me fui a las recomendaciones que tenían las preguntas: la siete dice la línea 1 y la ocho la línea 3. Entonces, solamente saqué lo que.. leí por supuesto las líneas que estaban ahí nombradas y respondí basado en eso

P: ¿Qué hizo para responderla?

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R: En el caso de los bancos de peces o cardúmenes de peces, no sé realmente el significado, me basé en la definición que está escrita en la primera línea que dice que es una formación o un grupo de peces , grupo de pequeños peces que andan en grupos que son bastante cercano, que no tienen mucho espacio entre ellos.

Both students used strategies they considered relevant and worked for them. Actually, they answered correctly this question.

With respect to the difficulties, they had while reading, Student 1 said that it was the unfamiliarity with the topic, which forced him to read more carefully. Here is the example:

P: ¿Qué dificultades tuvo al momento de leer el artículo?

R ¿Dificultades? Bueno, de pronto la única dificultad es que no relacionado con este tipo de temas. No estoy acostumbrado a leer acerca de estos temas de biología...Simplemente eso, como no estoy tan relacionado con ese tipo de temas, de pronto toca leer detenidamente para no perder ningún detalle o de pronto algo que yo piense que puede ser, pero que en realidad no es tan simple.

Student 2 stated that the main constraint was vocabulary, but he could get their possible meaning from the context. However, he also recognized that he had to work on the aforementioned technique since he had unresolved problems with two words: *rose* and *sheer*.

P: ¿Qué dificultades tuvo al momento de leer el artículo?

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R: Bueno, ¿qué dificultades tuve realmente?: una que otra palabra. De pronto no conocía ese significado, pero no fue ningún impedimento porque fue capaz de sacar el contexto. Más específicamente la palabra SHEER es un poco difícil. Fuera de eso, de pronto ROSE que en el momento no sé qué significa, pero el resto fue bastante un vocabulario que uno va aprendiendo en un ambiente de lengua inglesa, así que realmente no fue muy difícil.

The next concern, how they overcame or faced these difficulties. Student 1 said he had to read everything in detail, without skipping or missing any lines at all, word for word. It means, he expected the text to give him everything. This is a misconception of reading, because reading is an interaction between the reader's background knowledge, his beliefs (John Charles Alderson, 2005); (Rumelhart, 1994). Although, the possibility exists that the reader may not know about the topic and by reading the text, he could learn something new.

Pregunta 10

P: ¿Qué hizo para superar esta dificultad? (student 1)

R: Pues, fue básicamente leer detenidamente, sin volarme pedazos, fragmentos, sin traer de pronto al momento de la lectura cosas que puede que en algún momento llegue a saber. Simplemente, concentrarme en lo que el autor está diciendo, lo que estaba proponiendo, leer detenidamente y algunas palabras que de pronto no logré entender exactamente, tratar de inferir su contexto

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Student 2 stated that he overcame his problem, vocabulary, by inferring and connecting what he already read with what he was reading in the moment. Moreover, he contextualized the word and related to the surrounding words, for instance, *sheer* with the word *numbers* and the concepts associated with them. Nevertheless, he needs to work more on that owing to the fact he still made a mistake with *rose*.

P: ¿Qué hizo para superar esta dificultad? (student 2)

Bueno, dado que yo llevaba hasta el punto donde aparecen las dos palabras, yo llevaba una idea desarrollada que el texto me daba, yo nada más tuve que inferir que querría decir con la palabra específica. En el caso de la palabra SHEER, dice que unas se derivan de los números, debe ser los números, digamos muchos, la cantidad de peces que hay para que puedan asegurar la sobrevivencia. La otra palabra que es ROSE, ahora pienso que es ronda o trazas. Yo pensé que era un tipo de estructura, un tipo específico del parte del cuerpo de un pez donde están los poros que tienen los canales de fluido

5.2.2 Classroom Observations

During the five reading-related sessions that were observed, these were the most common actions from students when they had to deal with reading tasks, either before during and after:

- ✓ Students are exposed and asked to carry out activities that include scaffolding, which is undergone by simply giving key words from the text, repeating literal

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information, or completing sentences using key words that often include just one or two words (observation 1, turns 46 through 50, turns 63 through 70 and observation 4 turns 126 through 147).

In other words, there is an IRF (Initiation, Respond, Feedback) interaction pattern. The teacher starts the topic by a question (I), the learner answers such question (R) and then the teacher provides feedback (F).

✓ *Observation 1*

46	T	OK. Favorite and boring activity. Now, you have to decide which are favorite for you and boring activity for you. Go to page 102. Ok ? . Just practice some activities covered in last session using a test. Do you remember those activities that we practiced on the first test? No, ok. Let's not worry I have a question for you: Check the title, look at the pictures. If they are colorful, good. If not, use your imagination. Work in groups or in pairs . what's the title of the text?
47	STS	Going out
48	T	the text, the text
49	STS	Pick of the week

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50	T	<p>Pick of the week</p> <p>Now, you have the pictures. Look at the pictures. Ok, now, tell me: what do you think is this text about? just checking the titles and the pictures</p>
----	---	--

Observation 4

126	T	<i>(Repeating)</i> . Very good. it's a TV.. <i>(Pointing at the board)</i>
127	STS	Guide.
128	T	Ok. A TV guide for a special day. What is it?
129	STS	Thursday.
130	T	<p>Check a program from the list and please tell me what kind of program is that. Check, select the program from the list and tell me what type of program is that. Ok? (walks around to check students) Attention, these are real programs. Ok, who wants to talk? Tell me. Say the name of the program and tell me what program is that. Do you know anyone?</p>

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131	STS	Yes. Friends. Joey and Chandler leave baby Ben on a bus (<i>reading the first lines of the TV guide</i>). It's a comedy
132	T	Yes
133	ST	A sitcom
134	T	(<i>Repeats</i>). You know what sitcom means?
135	STS	Situation comedy
136	T	It's a situation comedy. Any other one?
137	STS	(<i>murmur</i>)
138	T	I don't get the name.
139	STS	Big Brother
140	T	(<i>Repeats</i>). What is Big Brother?

- ✓ They feel engaged or motivated when the topic relates to their lives, because they have background knowledge (observation 1, 126 through 140). When that happens, students provide further and larger information that makes the class more varied, engaging, personal. Observation 1

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126	T	Ahh,.. do you know how to dance Capoeira?
127	ST (Torreglosa)	No
128	T	So, as far I as I know, it is like a combination or mixture between ballet, dance, martial arts. What is the result, combining all those dance and martial arts?
129	ST (Torreglosa)	I read that there is martial arts and dance are something like kicking. Kicking with their beautiful shoes .. <i>(the student continues describing Capoeira)</i> . I like Hip- Hop, it is war music
130	T	Ok, anyone else?
131	ST	Cinema. I would like to go to the cinema. The name of the movies sounds interesting
132	T	How wide?

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133	ST	it says 20 meter screen, digital surround sound
134	T	Is there any theaters like this in Barranquilla?
135	STS	No. <i>(They started to laugh when one of them said Metrocentro)</i>
136	T	Sure, where? Metrocentro.. ahh, you're pulling my leg . OK , what about you <i>(addressing to Peralta)</i>
137	ST	Art Exhibition because I like Arts .. (unclear sound)
138	T	I heard in Barranquilla there are no such events. Have you ever been in one of them ?
139	ST	Well, I was in a Elective (unclear sound) . So, I went to the museum of the University and I could see a lot of paintings
140	T	Ok. Any other possible..?

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- ✓ As it was mentioned before, students are usually exposed to I.F.R. interaction pattern in order to complete the activities (observation 4, turns 16 through 21). The students provide short answers, usually one word, sometimes a little more than that. Students are almost never or rarely asked to support their answers and the feedback from the teacher is usually provided by repeating the student's answer, or the words "O.K", "Good", without further explanations. When the answer is wrong, the teacher's feedback is usually provided by negative comments or the occasional "are you sure?" (observation 9, turns 165 through 176)

Observation 9

165	T	Ok. Two more activities. The first one is, two of them are reading. The first reading is very easy. Go to page 115. There is a text. There are two questions and two answers. What type of text is it? And number 2: where can you find it? Check the text, check the text. What kind of text is it and where can you find it ? Uh, uh? Ok. What kind of text is it?
166	STS	Information text, technical
167	ST	Classified..
168	T	Very good, it's a classified ad. It's an advertisement. It's an advertisement. It's a classified ad. Where you can find it?
169	STs	In a newspaper
170	ST	In a magazine
171	T	In a computer magazine? Maybe. In a newspaper also. Which section?
172	STS	Ads
173	T	Classified ads. Now, read for specific information , answer the questions from 1 to 4. Come on. The text is very short. You seem

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		to know the vocabulary related to PC. I want to know if you can read the information related to technology. Very easy. That's good. First question, what is the writer's purpose?
174	STS	Sell the computer
175	T	Are you sure?
176	STS	Yes.
177	T	Let's see who is the author of this ad. The author of this ad is the person who sells the computer? Who is the author of this ad?

- ✓ Occasionally, when the teacher explains why the learners are wrong, his explanations are confusing and students decide to agree with him to stop the argument or minimize the possibility of elongating his explanations (observation 9, turns 173 through 191).

173	T	Classified ads. Now, read for specific information , answer the questions from 1 to 4. Come on. The text is very short. You seem to know the vocabulary related to PC. I want to know if you can read the information related to technology. Very easy. That's good. First question, what is the writer's purpose?
174	STS	Sell the computer
175	T	Are you sure?
176	STS	Yes.
177	T	Let's see who is the author of this ad. The author of this ad is the person who sells the computer? Who is the author of this ad?
178	ST	The person who sells the computer.
179	T	The person who sells the computer?
180	ST	(<i>saying key words in the ad</i>) : As new, excellent condition and the price. I guess he is selling the computer.

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181	T	Ok. I want to sell a computer, but I'm writing the text is not the same objective. Check .. one of you said it's an information text, a descriptive text. So, it's not the same objective. So, I think it's not the same purpose. If I want to sell something, when I write the text not only I mention the object, but to do something, what?
182	ST	Specify
183	T	Specify what?
184	ST	what to do
185	T	So you give....
186	ST	Information
187	T	Information, about what?
188	STS	About the product
189	T	About the product, you see what's the difference? So, my objective is to sell that product, but for that reason, I need to write a text, but that text should be... descriptive. So, I have to give some information about that product. So, the person says I'm going to buy it or not. My intention is to sell the product, but I don't say "I want to sell this PC, please buy it " You see the difference?
190	STS	Yes
191	T	Ok. Let's move on to the second question. What is for sale

- ✓ Sometimes, students are required to predict the text by asking personal questions, reading the title or seeing the pictures (observation 7 turns 99 through 102).

Observation 7

99	T	Never.. strange. Ok. So, we can.. 10 minutes.
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		Now, what do you think is the reading about? Check the article. Please, check the text. We are already speaking about music. We are already speaking about music. We are already speaking about computers, clothes.. What do you think is the text about without reading? Check the title ALL ABOUT BRITAIN'S TEENAGERS. Say something. Tell me what is the text about. Please, don't read. Just check the title(s)
100	ST12	It's about teenagers' lifestyle
101	T	(repeats), but Colombian teenagers
102	STS	Britain's teenagers

6.2.3 Student's interviews

Two students were subjected to interviews in order to gather information of their insights about the reading process, teacher's methodology, difficulties they have to face and how they overcome them.

The first question aimed at finding out about the way learners answered a reading activity that included a TRUE or FALSE section

Student 1 answered as follows:

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Pregunta 1

Int :La misma pregunta, ¿Cómo hizo para encontrar esas respuestas?

St 1: Lo primero que hice fue leer cuales fueron las oraciones que me daban para contestar si eran falsas o verdaderas . Luego que hice eso, leí todo el texto, pero mientras lo leía trataba de acordarme de las oraciones que había leído antes para situar en diferentes partes del texto donde podían estar las respuestas. Luego si ya iba relacionando cada oración buscándola dentro del texto y respondía ya si era falsa o verdadera –

This answer implies several issues. The first one, the student has a purpose for reading, in this case, to answer the test, which encompasses the reader's attention. The student reads the questions beforehand. After, he reads the article and while he is reading it, he keeps in mind the words and the questions he had in order to locate specific information as fast as possible.

Student 2 answered as follows:

Int :La misma pregunta, ¿Cómo hizo para encontrar esas respuestas?

St 2: Primero leo la pregunta de lo que me están pidiendo que yo responda. Depende de la pregunta, busco donde está la posible respuesta y de esta manera coloco lo que yo considero si es falso o verdadero, según el texto. No siempre me va bien porque muchas veces no leo todo el texto para cortar el tiempo y entregar el examen más rápido. No siempre lo leo todo porque como sabe ... porque como no hay concordancia entre todo el texto, no es lo mismo leerlo completo a leer

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pedacitos donde de pronto uno cree que ahí está la respuesta. Es por eso que no me fue tan bien, pero ya sé que mejor lo leo todo.

This student also reads with a purpose, which is to answer the test. He/she does the same procedure: reads the questions beforehand, does a sort of skimming or somehow s/he walks through the text and scans it to locate where the answer is. The difference is this student does not devote the necessary time to carry out these 2 strategies in a suitable way due to time constraints. Furthermore, this student does not seem to be aware of the importance or relevance of using skimming and scanning.

The second question aimed at confirming the reading level the activities belongs to

Student 1 answered as follows:

Int: este tipo de preguntas, cambia una palabra y listo, ¿ es muy común en esta clase? Las unidades antes a las que observé, unidad 9, ¿este tipo de preguntas es más común, que apuntan más a un nivel de lectura más literal que inferencial, más que ponerlo a uno a pensar?

St1: la verdad es que las actividades de lectura que hemos hecho durante las clases tienen todas las respuestas dentro del texto. No hay nada que uno deba inferir o pensar o proponer. Simplemente son cosas que ya están dentro del texto-

This answer means that most reading activities do not require a great deal of effort, they do not seem to be challenging, and the answers are almost literal.

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This issue implies that students must be asked to carry out tasks that range from simple to complex processes or procedures. They are going to be language teachers in the future and they must be aware and trained about the existence of several text types and activities (Bruce, 2011). In fact, everybody should be aware and trained about the existence of several text types and activities regardless their degree or field or study.

Student 2 answered the second question as follows:

Int: Analizando los textos que han trabajado uds, analizando las actividades de lectura que han hecho con el profesor, hemos analizado mi tutor y yo, que más que todo trabajan preguntas y respuestas a nivel de lectura casi que literal, muy poca inferencia, ¿Si o no? De hecho, en esas preguntas de falso y verdadero en este examen de pronto aparece una palabra diferente, pero no que la información haya sido trastocada completamente. De pronto aparecen, en vez de decir "Simón Bolívar nació el 30 de agosto" aparece "nació el 30 de julio", el artículo dice "agosto" ah, es falso. Entonces, la pregunta es: ¿es común en todas las lecturas que uds han hecho el momento, llámese este examen o los anteriores, por ejemplo página 102, 107, etc, es común este tipo de preguntas?

St 2: De falso y verdadero?

Int: No de falso y verdadero, sino más que todo que la respuesta es literal, se puede conseguir literal en el texto

St2: Si

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Int: La mayoría

St2: Si, es fácil encontrar una respuesta. Aunque, en mi caso, yo muchas veces me detengo y no comprendo del todo bien, porque no tengo todo el vocabulario que requeriría para entender todo el texto completo. Entonces, eso me detiene y de pronto un vocabulario o un grupo de palabras que yo no me sepa me hace cometer errores

This answer reinforces the aforementioned issue: most of the activities are not demanding or require little effort. However, in the case of this student, he/she had to stop due to vocabulary difficulties.

The third, fourth and fifth questions aimed at identifying reading difficulties and how students solved them.

Student 1 answered as follows

Pregunta 4

Int: Que dificultades tuvo al momento de contestar?

St2: Bueno, algunas palabras que no conocía, pero trataba de encontrarle un sentido dentro de la oración para no quedarme ahí varado en cierta manera y no responder las preguntas, pero solamente fue eso

According to the answer, this student uses contextualization, or works the meaning from context.

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Student 2 answered as followed

Int : Una de las dificultades que acaba de mencionar es vocabulario, ¿ qué hace para superar esa dificultad en el momento, usa diccionario, traduce...?

St 2: Yo relaciono, depende el sentido que tenga todo el texto, yo dijo “bueno.. puede ser esto, puede ser lo otro” cuando estoy haciendo el examen entonces lo que hago es que saco un papelito en blanco y entonces pongo por ejemplo una palabra que no me sepa. Supongamos que la palabra sea “however”, entonces yo la coloco en un papelito en blanco “however” y le coloco signo de interrogación y entonces cuando llego a mi casa las busco todas y me las aprendo ya que no puedo sacar el diccionario porque en el momento estoy haciendo un examen, cuando estoy haciendo un ejercicio si lo hago.

He/she says he/she deals with this problem by contextualizing and/ or writing it and looking up for its meaning.

In addition to these difficulties, another constraint was topic familiarity or background knowledge. Student 1 solved this problem by contextualizing and being aware that he/she knows or has to know something about the reading topic, no matter how limited or large his/her background knowledge is.

This is the answer of student 2

Pregunta 5

Int: En este caso, habría otra dificultad que sería el no tener conocimiento previo sobre el tema. Acaba de decir ahora mismo que no es fanática del futbol

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St2: Claro, ni en español ni en inglés. Esa es la dificultad que tuve

Int: Entonces, ¿Cómo haría ante esta segunda dificultad? .No soy fanática del fútbol, no soy fanática, pero me colocaron un tema sobre deportes, ¿Qué hago?-

St1: ¿Qué hago? Aunque uno no tenga mucho conocimiento sobre el tema, uno siempre tiene algo de conocimiento sobre ese tema. De la misma forma, relaciono, como ya lo había dicho, trato de contextualizar, si la palabra no la entiendo, si no entiendo una frase, trato de buscar algo que me dé una pista y que no me haga perder el sentido de todo el texto completo.

The seventh question aimed at identifying the purpose behind some activities proposed by the teacher.

Pregunta 7

¿Cuál cree usted fue la intención del profesor al pedirle a ustedes que hicieran esta lectura?

St1 : Ahh, bueno. Eso era lo que quería decir de las lecturas, que de pronto por eso ese era la intención de él. Casualmente las lecturas tienen mucho de qué hablar, tienen mucho para uno inferir y creo que lo hacemos en clases de pronto. Una de las habilidades más importantes es speaking. Entonces, él de pronto lo hace, por ejemplo este tema de los chicos...

St1: Comparado con nosotros y tenemos toda la información porque somos jóvenes y hay posibilidades de que uno pierda el miedo a hablar y uno desarrolle más eso, puede ser

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According to this answer, the purpose beneath the activities proposed by the teacher is to make students speak about familiar topics or topic that they relate in a personal level.

Another activity proposed and requested by the teacher has been oral presentations, which combined grammar and cultural issues. The purpose beneath them is to make students speak as well as develop and check grammar knowledge and background/cultural knowledge.

Here it is his answer

Int: Ahora pasamos a usted (Ortega). Usted hizo una presentación con M. sobre BRITISH TEENAGERS. ¿Cuál cree usted fue la intención del profesor al pedirle a ustedes que hicieran esta presentación?

St 3: O sea, pienso que quería primero como que darnos cierto conocimiento. Como la materia se llama LENGUA Y CULTURA, hay que saber un poco de la cultura de donde se vive allá, en Norteamérica e Inglaterra. Entonces, primero era eso, como que darnos ciertos conocimientos. Otro sería como hacernos ciertas preguntas, informarnos ciertas diferencias entre la forma de vida de los adolescentes aquí en Colombia y la forma de vida los british teenagers. Como es la vida en el colegio, free time , drugs , technology and fashion. Había puntos que eran muy parecidos. Por ejemplo a la hora de la technology, se puede decir o se puede inferir, yo no sé de que allá es un poco avanzada, las costumbres son parecidas. Ellos se la pasan como uno acá, textando con los amigos. Le llaman

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*TEXTING. Se la pasan también en Internet, sobre todo chat, social network
FACEBOOK, TWITTER, todo este tipo de cosas*

*Int: Las actividades de los oral presentations , sé que fue REPORTED SPEECH,
PASSIVE VOICE, BRITISH TEENAGERS, y sé que hicieron una antes de ...
TELEVISION o MOVIES... puedo estar equivocado*

St3: MOVIES IN BRITAIN

The 8th question aims at establishing if there is a connection between the reading articles and the activities.

Students 1,2,3 answered this

Pregunta 8

*Int: Tienen alguna relación con las lecturas que han hecho? Hablo del examen y
de la lectura que hicieron en la pag. 102, 105, 107, 110 y la 108 , que tuvieron que
completar con WHICH o THAT-PREGUNTA 8*

*St3: Pues, en lo que a mí concierne, hay algunas que están relacionadas. Por
ejemplo, si mal no recuerdo, había una que tenía que ver con las actividades que
se podían hacer en la noche. Había películas, teatro y esto está relacionado con lo
que pueden hacer los jóvenes en Inglaterra. Estaba también el artículo de la
TELEVISION que los jóvenes veían. Hablábamos de los SITCOMS, SOAP
OPERAS, COMEDIES. Hablábamos de las noticias, de los diferentes temas. No
todos los temas, pero ciertos temas están (une manos). Otro tema que me pareció
fundamental, sobre todo con los teenagers, fue el tema de los GRAFFITIS, que es*

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una forma de expresión, no sé pintar con la firma, conociéndose con el logo. Pero es una expresión propia no solamente de los jóvenes o adolescentes en el Reino Unido o Inglaterra, sino en varias, todo el mundo

E., misma pregunta: ¿ha encontrado alguna relación entre las presentaciones que han hecho y las lecturas?

St 2: Pues sí, sí hay una relación estrecha por lo que cada una de las exposiciones fue sacada del mismo texto. En todas las lecturas hay temas que tienen que ver con la cultura, obviamente lleva inmerso gramática porque son textos escritos. Entonces, la gramática está en el texto que se hace necesario entenderla primero para luego poder leer y entender de qué se trataba todo. Y la cultura porque es necesaria que se enseñe para luego poder entender las expresiones como el Graffiti, como cuales son las actividades que ellos hacen en la noche, en el día en el colegio

St1: me quede sin....Bueno, comparto lo que dijeron los dos. Pienso que la lectura hace necesario saber o comprender mucha gramática. Por eso, el profesor colocaba un día una exposición sobre el tema del libro y al otro día u otra clase, una exposición de gramática y así las intercalaba y ese era su intención. A mí me tocó una gramatical, que fue CONDITIONALS

According to the above answers, each one of the interviewed subjects has a different belief or opinion about the relationship between the reading article and the

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activities after dealing with the text. The first one believes that the relationship is mostly cultural. On the other hand, the other student(s) believe that the presentations included grammar because this component is instrumental to understand texts.

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7. Triangulation/ Discussion of Results

In this section, the researcher will discuss the results from the data collection instruments, aiming to find coincidences or incongruences in the data gathered through the instruments he uses, which are classroom observations, teacher and student's interviews, and think aloud protocol. For organizational purposes, the data will be triangulated into two categories: one related to the teacher and two related to the students. Next, both data clusters will be analyzed to find similarities.

7.1 Teacher's

Teacher's triangulation covers the following aspects:

- ✓ Working routines
- ✓ Reading strategies taught by the teacher
- ✓ Strategies used to teach reading
- ✓ Difficulties and solutions in the process of teaching reading
- ✓ Teaching strategies to approach reading comprehension
- ✓ Teaching of text structure

Working routines- Class structure

Regarding working routines, the teacher always writes the agenda the first session of each unit, which includes goals, sequence of activities, page numbers and their corresponding activates, grammar topics, test, quiz or project aspects.

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According to the teacher's answer in his interview, he sees this as a classroom management instrument. The students who arrive on time or late know what topics will be addressed in the unit(s) and its/their sessions. This fact has been confirmed in the observations, since the researcher noticed that students were engaged, they knew what to expect from the unit(s). All in all, this is a map that teachers and students follow to the letter.

Now, this researcher considers the Professor's agenda as instrumental since it provides an overview or layout belonging to what issues the teacher will address in his/her class. In other words, this agenda serves as a navigation map for learners, which facilitates his/her teaching practice. Moreover, this researcher considers this agenda not only as an instrument to engage or inform students, but also as a classroom management technique, since the agenda establishes directly or indirectly ground rules and expectations for the class, the group and the lesson (Marzano, Marzano, & Pickering, 2003). These rules and expectations can be stated or inferred, and in the case of this group, in terms of what products and performance are expected from the learners. In fact, this agenda proved to be useful that even this researcher saw its utility and decided to use it in his teaching sessions.

The agenda is just the beginning. With respect to the development of the class, the teacher always or almost always follows the sequence the book offers to the letter. The development of the class could be characterized as a process where the most common activities are oral presentations, which are mostly grammar and

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culture- related. Besides, there are speaking, listening, reading and writing activities, quizzes and exams. Regarding the closure stage, this can be characterized by the teacher giving information about the upcoming activities or tasks for the next session, institutional information, returning the exams to the students with their grades or discussing about his students' decision related to some assignments. For instance, what writing task they want to address, or what movie they choose to undergo a listening activity, among others. Occasionally, the teacher provides feedback about the exams he returns. Based on these features, the researcher can conclude that the teacher has a plan that is mostly well-structured, with clear objectives because the book provides all these guidelines. However, when the teacher decides to create his own sequence, this becomes a little confusing, since there is not connection. This implies he must be more aware about this connection, be more creative and coherent at the moment of designing his activities and the fact that he can use more authentic materials to expose students to something more realistic, varied, challenging and engaging experience as suggested by Alderson (2005) and Berardo (2006). Furthermore, he never or rarely questions its sequence and underlying reasons. That could be the reason why, when the book offers some activities that have not clearly stated objectives or explanations, he does not design objectives on his own or write them on the board. An example of this is exercise 5 on page 115 from the guidebook UPSTREAM INTERMEDIATE B1, whose objectives can be: identify text type, characteristics and intended audience. Such objectives could have been identified and stated by the teacher. Then, his learners could have a clearer idea about activity goals and

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procedure. there are some presentations that are supposed to be reading- related or post- reading activities, but they are rarely connected. They address grammar issues and occasionally cultural ones. Post reading activities are instrumental to recheck text understanding and apply it in a different context or task in order to reinforce such comprehension. Hence, there must be some connection before starting to read, while reading and after reading. However, what the researcher observed was a series of oral presentations mostly related to grammar issues: reported speech and relative clauses or biographies, such as Rowan Atkinson or Mr. Bean (observation 1, turns 151-163). Ergo, pre, during and post reading activities must be connected, so that learners can see its relevance and pertinence

Interaction Student – Teacher

Most classes involve a teacher –student interaction characterized by the teacher providing positive or negative feedback through repetition or negative comments, for example: “how strange”, but he rarely or almost never explains why the answer is right or wrong. This can happen because the teacher mostly scaffolds in a very simple way. He does this by saying things like: “the second person is..., a calculator is used to...” and students only complete his question by a specific name or word. The teacher rarely undergoes a more complex scaffolding, which could be more suitable for these students based on the aspect that they are university students in a Foreign Language Teacher Education program. These students can do more.

Reading strategies taught by the teacher

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According to the observation, the agenda for the unit included the strategies or Skimming and Scanning. However, there was no evidence of explicit explanations or exercises aimed at developing or training in such strategies. In other words, there was no evidence of explicit reading instruction. When the teacher was interviewed, he answered that he had explained and practiced them through activities. However, the observer/researcher did not see this issue in his target teacher. He could probably have explained this in previous sessions, where the observer was absent. Here is the example that was already shown in the chapter *Data Analysis*. In this interview, Q stands for question and A stands for Answer

Q: According to your agenda, you were going to teach or train students in skimming and scanning strategies, right? Did you do that? How did you do it?

Yes, I did. Of course, this was the first step to introduce them into specific set of strategies attempting to improve their reading comprehension. So, I started with skimming that is the first strategy to learn and you know what it consists of.. I explain that strategy and then scanning and then I am taking some exercises for studying that (T.I: Q 1)

Q: Did you explicitly explain what skimming is, what scanning is? Or you just did exercises?

A: I remember that there was part of an explanation and part of exercises. First, I told them the idea of... if I'm not sure... the idea of a scanner. They asked about the word scanning and I told them to compare that word with the word scanner: the

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machine they use in a hospital and they look for specific information and that the definition I gave it to them and also with skimming 'cause I told them just to read titles, paragraphs. They pay attention to the pictures and they understood what it is... like the general idea (T.I: Q 3)

The teacher's answer in his interview implies that the teacher has some idea or training in reading strategies and their instruction. In the opinion of this researcher, the more explicit these strategies are explained, modeled, practiced and applied, the easier or more fluent his learners' reading comprehension skills will be. Alm (1981) states that inappropriate teaching methods can lead to reading difficulties. Rowe (2006) emphasizes the importance of teaching reading strategies explicitly. This author states that teachers have to be trained in reading comprehension skills, which must be based on research, and have proven to be suitable to develop reading skills in students.

In addition to the interpretation provided above, this answer can lead to the conclusion that the teacher seems to have a sort of misconception of the definition or purpose of skimming, his favorite reading strategy. It is true that learners may increase their background knowledge and get the gist of the text by using this strategy; owing to the fact that it helps learners obtain this preliminary knowledge if they are not familiar with the topic. However, this strategy does not lead to develop or expand vocabulary. This is the purpose of another one named guessing or working meaning from context. On the other hand, it is worth pointing out that the teacher, in order to make his explanations more practical and linked to his/her

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students, uses real- life tools (a hospital scanner), to explain this strategy, which is suitable to make this concept clearer. Once again, this issue reinforces the fact that teachers must be experienced or trained in teaching reading. In the case of this Professor, he has some ideas about how to teach reading, but he needs more reading instruction training.

Strategies Favored or Not by the Teacher

This issue of what reading strategies the teacher addressed made the researcher ask this emergent question: what strategies did the teacher favor, and which ones he did not? The teacher stated that he favored skimming. Actually, this aspect was evident in the sessions observed. He wrote skimming on the agenda as well as scanning. However, skimming seemed to be approached in the wrong way, due to the fact that in the observations, the teacher usually asked questions, such as : where can you find this text type?, what information is expected ?, who is the purpose of the author?. The aforementioned questions do not pursue to develop or train in skimming, but to contextualize the upcoming reading activity. Questions that could be related to skimming are: the main idea of the text is, the most relevant information in the passage is or could be, among others. in addition to this, the teacher seems to have a misconception of skimming, because in his interview, he thinks this strategy can be developed by reading titles, looking at the pictures, which are wrong, since these steps are related to prediction or previewing the text.

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When the researcher asked the teacher about the strategies he favored, he also asked about the ones the teacher did not. The teacher answered he avoided reading aloud and translation, based on his beliefs that students would be more focused on pronunciation and could become more dependent on L1 instead of L2. The researcher never saw these two strategies in class. On the other hand, these two strategies that the teacher saw as harmful for reading comprehension, can in fact help this skill in some areas, for instance: vocabulary clarification and expansion, comprehension check, as long as the goal of the reading activity is not to promote oral skills in L2, which was not the goal in the observed sessions. The teacher can be right about his beliefs regarding reading aloud and translation, but also these two strategies can be beneficial. Rounds (1992), questions the benefits of reading aloud based on two issues: one, her experience in the Catholic school listening her classmates pronounce while they read books from authors as Dick, Jane and Spot in a large classroom, and second, the question regarding how mispronouncing a word can affect understanding of the word. Based on this last issue, pronunciation can affect comprehension of words if the teacher employs the "bottom-up" approach, in which phonemic awareness is supported and developed. Conversely, the "Top -Bottom" does not include this phoneme- grapheme relationship, since the aforementioned approach is based mostly on the reader's background knowledge, inferring skills and contextualization. This issue implies that depending on what approach the teacher is training reading skills, read aloud can or cannot be suitable

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On the other hand, translation implies that the reader must be aware of the meaning of each word, that can hinder reading, but fluent readers are skilled to identify those words or pieces of information that are relevant to understand the text and those that are not. (Iwai, 2011; Knight, Padron, & Waxman, 1985). Furthermore, the language teaching approaches, such as The Direct Method, Audio-Lingual Method and the Communicative Language Teaching, ban the use of L1 in the classroom. In the Communicative Approach, students use L2 in realistic and communicative tasks and L1 used practically non-existent. In fact, CLT teachers believe that in order to master L2, learners must think in this language and avoid translation, which can be counterproductive. (Liao, 2006)

However, not everything is negative about translation. There is another side of the story: mental translation can help learners develop semantic knowledge, consolidate word meaning, confirm information and verify comprehension, among other benefits (Kern, 1994). Other advantages of translation are that students can be exposed to the positive transfer of L1-L2 and identify the grammar or structural resemblance between both of them (Brown as cited in Mahmoud, 2006 p.29). Furthermore, translation could be used as a means to verify text understanding, depending on the approach the teacher uses, ESP, for instance. Not every reading activity has to promote oral skills (Yoshida, 2013). Other advantage of translation is students most likely will think in their mother or L1 regardless how advanced their English level is (Owen, 2003). Mahmoud (2006) adds other benefits of translation or using L1 as follows:

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- ✓ Provide explanations related to the meaning of unknown words
- ✓ Clarify doubts about grammar issues
- ✓ Explain reading strategies
- ✓ Provide directions to task fulfilment

Regarding the benefits of translation from the learner's view, translation can be used to explain grammatical aspects, check comprehension, define new words and hence, expand vocabulary. (Jan et al., 2014)

Respecting reading aloud, this strategy is useful in reading instruction too. First, read aloud can be useful when it comes to discuss ideas or clarify vocabulary doubts when the teacher or student is reading. Second, this can be a suitable technique to deal with decontextualized language, which is considered as the language students may not be familiar with or the information students have a limited amount of background knowledge, among other issues. (Beck & McKeown, 2001). All these facts lead to this researcher's suggestion that teachers should be aware or raise awareness about the benefits of both strategies and not disregard them or put them completely aside

Strategies used to teach reading: Activating Background Knowledge, Text Structure Exposure, and Reading Strategies Instruction.

According to the teacher's answer in his interview, he exposes his learners to several text types, attempts to activate background knowledge and teaches reading strategies. Now, in the observations, this researcher could notice that he

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wrote two strategies: skimming and scanning, but he never explicitly instructed learners in terms of their definition, importance, use and procedure. However, the teacher stated that he did it in previous sessions. As a matter of fact, this researcher started his observations the first session of unit 9, and he could have done it in unit 8. Regarding activating background knowledge, the teacher asks questions related to their lives, which makes this part personal, pertinent and engaging. This means he is aware about the importance of having some basic or preliminary information about the topic to facilitate comprehension. The more familiar the topic is, the easier the learners will understand it and find it more relevant and personal

On the other hand, there is a contradiction regarding the exposure to text types, owing to the fact that he mentioned in his interview that teaching text structure could be boring for students. He shows his students several text types in the observed classes, but he never explained their characteristics, purposes or structure. If students are capable of fulfilling this task, they can become better readers and/or strategic ones (Derewianka, 1990; Rose, 2010). This implies the teacher is aware about the existence and importance of students knowing how to do this. However, in his interview, he considered teaching about text structure could be boring. Then, there is a contradiction between what this researcher observed in the class and what he heard in the teacher's interview. This implies that the teacher must be more aware about his beliefs and his practice in the classroom. In addition to this, students only provide straightforward answers, for

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instance: “where can you find this information? In a magazine” observation 9, turns 165 through 172), but they never said why they answered like this or how they found this answer. Thus, another implication is that the teacher should have extra questions to find out why and how students got their answer. Another authors such as Halliday, Matthiessen and Matthiessen (2014) have highlighted the important role of knowing text structure.

Furthermore, in all the observed sessions related to reading, he only addressed two strategies: skimming and scanning, previously mentioned. The question that arises is what happens to the rest? It seems there is a limited teaching of reading strategies. Another strategy the teacher approached was prediction. However, he did not explicitly instruct his learners about it. He just asked his learners to read the title and look at the pictures as happened in observation 1, turns 46 through 53. Therefore, teacher should provide direct explanation of this strategy and others, since reading comprehension will be easier, more fluent if reading strategies are explained explicitly (Duffy et al., 1986). The same concern takes place with scanning and identification of key words. The more explicit reading strategies are practiced, the more strategic students will be in this matter (Pressley et al., 1992); (Pressley, Brown, El-Dinary, and Allferbach, 1995). Another tool to approach reading in general is by group work as happened in observation 1, turn 81, already mentioned in the section data analysis, which is an adequate course of action because group work encourages team working skills,

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negotiation, tolerance, ideas exchange, among other things (Kathryn H Au & Kawakami, 1994). It is worth pointing out the teacher is aware and attempts to make his students aware about the importance of reading strategies in their lives employing a dynamic way to teach reading, that includes competition, movement and emotion in order to keep students engaged, attentive. Furthermore, it is worth highlighting that he is aware of the existence of reading strategies, their benefits and his intention or disposition to teach them, but he did not tell his students what strategies they could or would use to deal with a specific text type. Ironically, he also said that he had been using reading strategies with particular texts and purposes. Another positive aspect in the teacher's response is he highlights the instrumental role of background knowledge to approach reading comprehension.

Reading Assessment/Evaluation

As for assessment/evaluation issues, the teacher answered in the interview he approaches this by asking personal questions, discussions and projects, which this researcher considers varied and engaging. Besides, the teacher has specific areas to evaluate. In other words, he has his evaluation criteria. It means, the teacher has a guideline to evaluate, what products are expected from his students and how to grade, assess and provide feedback, among other things, that is something worth pointing out. The more explicit the expectations or final products are explained by the teacher and presented by the students, students will have a clear and well- defined map to follow. Unfortunately, in the sessions the researcher observed, he noticed that the evaluation criteria was not public or familiar to his

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leaners beforehand. The teacher told them about this issue just a few minutes before starting the presentations or projects. Students should have had it so much earlier. If students are aware about what is expected from them, what areas will be taken into account to grade or assess, their efforts are channeled to meet such areas. Having evaluation criteria shown beforehand can help the teacher to manage his group or class in a more suitable way.

Another technique the teacher uses to provide positive or negative feedback, which could be considered evaluation to some extent, is by repeating the student's answer or by saying negative or ironic comments, for instance: how strange, but never explains why this answer is wrong. He also rarely or almost never asks his students why their answers are right or wrong. This was mentioned in the section Data Analysis. Therefore, students rarely know the underlying reasons of this feedback, which is harmful due to the fact that they need to know why and also because they will become language teachers and they need experience in how to provide feedback. On the other hand, there is the interaction pattern IRF (Initiation, Response, and Feedback), in which the third element is not well-constructed or provided, there is no elaboration for such component and the feedback is limited. This feedback would be more educational or significant if the teacher explained why the answer was right or wrong, or students were curious to find out the reasons underlying the teacher's "strange" and "how difficult". This fact raises some concerns: are students aware about the quality of their answers and

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why they are right or wrong, or do they decide to disregard, overlook this in order to avoid embarrassment, save time?

Difficulties and solutions in the process of teaching reading

In his interview, the teacher stated that the main problem his learners have is limited knowledge or repertoire of reading strategies. During the observations, the researcher only saw on the board that the teacher explored two strategies: skimming and scanning. The rest was not explored. In addition to this, the teacher states that he solved the reading problem by the application of some strategies, reading strategies, but the repertoire is limited, since only these two were mostly approached in a way that was not suitable. The researcher never observed further strategies from skimming and scanning. Therefore, students tend to read all texts the guidebook includes in the same way, without taking into account the passage's inner features, purpose, structure due to the fact they have not been trained in using other strategies. Consequently, if the teacher knows that the major difficulty is lack of reading strategies, why not explaining them in terms of definition, why, how and when to use them so learners can practice, apply and reflect about them?

7.2 Students

In this section, the researcher will aim to find similarities and differences or incongruences among the data collected by think aloud protocols, class observations and interviews to two students. It is worth pointing out that originally there were three students, but one of them disappeared with no reason at all and the researcher continued this endeavor with the remaining two.

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For organizational and practical purposes, the data discussed has been broken down into categories as follows

- ✓ Strategies students used to answer questions in different levels (literal, inferential and critical)
- ✓ Strategies used to identify the possible meaning of unknown words
- ✓ Reading processes students undergo when facing texts
- ✓ Reading difficulties and ways to overcome them
- ✓ Teacher's methodology regarding L2 reading instruction.

Strategies students used to answer questions in different levels (literal, inferential and critical)

Think aloud protocol was used to gather information about how students deal with questions related to the three levels (literal, inferential and critical). Two students were the ones subjected to this instrument. Both students mostly used the same first step: go to the question and then, read the questionnaire to find the required information, especially to answer the questions related to find literal information (questions 1 and 2). The first student highlighted some pieces of information, words that he considered relevant that reminded him about the question. This answer can lead to the conclusion that this student is aware of the simplicity of answering literal level questions as well as what processes could help him identify the answer(s): read the question, identify relevant information in the article and go back to this information when he reads the question again. The

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second student decided to rephrase it regardless he was aware he could write the answer with the same words. His answer leads to the conclusion that this student is more creative and wants to answer this question by doing something “outside the box” or undergoing a more complex process. Therefore, he decided to paraphrase it when he could have answered literally, without any modifications.

With respect to the questions involving the inferential and critical levels of reading, students have a different approach to tackle. The first student skimmed the text, read the question, remembered where the answer could be and wrote it the way he remembered it. The second student answered these types of questions first of all by being aware that these questions involved a more complex thought process and locating exactly where the information was. What do these answers lead to? They lead to several insights. First, most students, or probably all of them read the questions beforehand, read the article and attempt to connect the words, sentences or ideas to the question by finding the same words or their equivalent. This can be seen as identify key words and scanning, to some extent. In addition to this, Student 1 was aware that this level of reading included a more demanding process, which was rephrasing, not writing literally. To rephrase, he had to remember what he skimmed or approached globally. Another conclusion is the fact he is already a strategic reader if he is completely aware about the processes, steps, or tasks he/she has to undergo to face texts. Therefore, constant reading training is recommended (Samuels & Farstrup, 2011)

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With respect to how students answer critical-level reading questions, students had particular avenues to approach this question types. The first student answered them by highlighting key words related to the functions of providing information or giving arguments. He also located key information related to the function of providing opinions. This student could identify the author was objective. The researcher led to the conclusion that this student got the correct answer (informing), but the procedure to get this answer may not be suitable. He second student reached the answer because he had some previous knowledge about text features and classification. These answers imply once again that students must be trained and aware about reading strategies to approach texts regardless their type. For example: knowledge about text structure, mechanisms writers use to convince, persuade, inform, describe and steps or procedures to get these pieces of information or aspects as well as making better informed decisions about how to deal with specific question, text and reading types (Leu & Kinzer, 2000). The more explicit reading training students have, the better they will become. Hence, the teacher must be experienced or have some training in how to teach reading skills, since teachers usually ask students to read and answer some questions and they assume their learners know how to read.

Regarding the issue related to identify the expected or intended audience, the first student tackled this by the vocabulary, terms, words the author used to convey his message, which he considered easy, not too technical and anybody could understand. The second one answered based on his background knowledge

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about text types, what information this text provided, which lead to the conclusion that could be anybody familiar with Biology or Marine Biology. Both answers lead to the idea this researcher has noticed some times: the second student is more or better trained in reading than the first one. He even is aware that source of the reading material, a preparation test book, but he refused to use such knowledge. Therefore, this fact emphasizes one more time that the more training students have, the more strategic or fluent readers they become.

During the class observations, the researcher noticed that the students mostly completed activities or tasks that required mostly literal answers. This issue is confirmed in the students' interview, who answer the same thing: their teacher's approach to deal with reading is to ask usually literal level questions. Furthermore, their teacher uses a low- level scaffolding, which involves the completion of sentences, such as: the first person is..., a calculating machine is used to ... This can be suitable in certain circumstances, but in others, it can be a constraint, especially when students are not required to support their answers when they have to. Students are supposed to give reasons underlying their answer to provide more validity.

With respect to the questions involving the inferential and critical levels of reading, students have a different approach to tackle. One of them is aware that these levels require a deeper analysis and understanding, while the other deals with this by reading in detail. As for the classroom observations, students almost never or rarely carry out reading activities that imply inferential and critical levels of

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reading. The only activities or questions this researcher identified as related to these levels was questions like: what is the intention of the author of the add? Students answered: "to sell a computer", but it was practically literal and required no further support.

Strategies used to identify the possible meaning of unknown words

Regarding this issue, both students used different procedures. Student 1 skimmed the text, inferred and worked the meaning from context. Student 2 read the surrounding lines and worked the meaning through them. Both students were strategic and practical in their way. Regarding classroom observations, reading activities that required working the meaning of unknown words almost never or rarely took place. In the students' interview, this researcher did not address this issue with a direct question. Hence, this researcher concludes that some students have more training in some reading strategies than others. Therefore, reading training or instruction should cover each student equally and must be balanced.

Reading processes students undergo when facing texts

One of the reading activities learners carried out involved True and False questions. The most common processes involved in answering this kind of questions was skimming for general ideas and scanning for specific information. Before taking this course of action, both students read the questions beforehand, which, in the opinion of this researcher, is the most logical or practical step. Alderson (2005) states that the readers face texts with particular reasons, and that is why they use a specific set of skills. In this process, there are two strategies:

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Skimming or global reading, and scanning or reading to find specific information.

The aforementioned aspect(s) also lead to the conclusion or interpretation that students were aware about the existence of some strategies to address this kind of exercise.

Reading difficulties and ways to overcome them

Students 1 and 2 had different difficulties. The first one had difficulties with not being familiar with the topic, which he solved by reading in detail, while the second one had problems with vocabulary and solved them by inferring and connecting previous ideas with the paragraph where the unknown word was. The answer from the first student is contradictory, since he answered in a previous question that anybody who was interested in the topic could be the intended audience. However, here he said that the problem was topic unfamiliarity. Therefore, this researcher led to the conclusion that he may or might have identified the intended audience by chance, not because he was really aware, focused, or devoted to answer this question. Another issue implied in the first student's answer is what Alderson, (2005) and Rumelhart (1994) mentioned chapters above: the dialogic feature of reading and the connection between reader's background knowledge and the new information the text provides. This means that the more familiar the reader is with the topic, the easier he/she can understand texts. Furthermore, learners should develop the skill of getting or working the meaning of unknown words using the context the text provides.

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On the other hand, the answer from the second student made this researcher infer that this student was so much more aware about his constraints and even ways to address this difficulty. This issue implies that students must be aware really about their reading problems, the importance of knowing this, telling their teachers and find ways to solve these difficulties together. The learners cannot expect their teachers to know all their students reading difficulties and find magical ways to solve such problems, but teachers could help their students if they have previous information about the student's performance in these skills. This could be done by diagnostic tests or direct interaction with the learners.

During the class observations, students were more engaged in some sessions when the topic was familiar to them. If students see the relevance and challenge involved in the topic and its corresponding activity, they will be more engaged or motivated to learn the lesson and do the activities or task the teacher assigns. Once again, this fact reinforces the interactive nature of reading (Farrell, 2008); (Rumelhart, 1994). Students make meanings based on their background knowledge, the new information the text displays and the reading context, which means the time and place the learner is reading.

Unfortunately, regarding vocabulary problems, either the teacher or other classmates provided such meaning, the observer never saw a session or part of a session devoted to train students how to get meaning of unknown words. During the students' interviews, such information was also confirmed.

Teacher's methodology regarding L2 reading instruction.

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During the observations, the researcher noticed that the students followed the activities proposed by the book to the letter. These activities, stages or sequence are written on the board on the first day or the beginning of each unit. Furthermore, they carried out reading activities, whose answers were mostly literal. They rarely or almost never developed reading activities or tasks that required inferring or critical reading. On the other hand, students were exposed to a low – level scaffolding, which they solved by usually completing sentences given by the teacher, without asking for or giving reasons why the answer is right or wrong. They are college students, actually, future teachers. Hence, the teacher has to demand more from his students. The teacher should encourage his students to support their answers more often, as well as the fact that the teacher should provide clearer arguments or explanations why his learners are right or wrong.

Some of these issues were confirmed by the students' interviews and the think aloud, where the easiest questions to answer were the literal questions. These facts lead to the conclusion that there must be some curricular implications, text selection, among others.

7.3 Both

Last, but not least, these are the coincidences among all the findings in the instruments. For that, the researcher organized or classified them in emergent categories that were already mentioned in the chapter *Data Analysis*, as follows

Working routines/ Class structure

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- ✓ Teacher establishes basic ground rules by writing his agenda on the board on the first day or session of each unit. After that, the classes are usually developed by activities including the four skills, which are mostly dealt by incomplete ideas. Students only have to find the key word to complete these activities. They usually finish by the teacher returning exams, giving institutional information, providing directions for the next session's tasks or activities, or doing a test.
- ✓ Both teacher and students follow the book sequence of topics and activities to the letter.
- ✓ The teacher usually proposes literal –level reading questions. He rarely or almost never proposes activities that involve inferring or reading critically.

Session/ Class planning

- ✓ Since students and teacher are used to following the book to the letter, when the teacher attempts to make changes in the sequence, sometimes it leads to confusing instructions and students just answer yes or accepts their teacher's explanations without questioning to avoid wasting time or elongating the discussion.

Clarity of explanations/ instructions

- ✓ Since students and teacher are used to following the book to the letter, when the teacher attempts to make changes in the sequence, sometimes it leads to confusing instructions and students just answer yes or accepts their teacher's

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explanations without questioning to avoid wasting time or elongating the discussion.

Quality of scaffolding

- ✓ Teacher usually or almost always uses a low-level scaffolding, characterized by providing incomplete sentences that are usually answered by giving a key word that is practically literal. Students rarely or almost never provide a reason why and the teacher rarely or almost never asks for further explanations or support.

Explicit strategy instruction/Teaching reading strategies

- ✓ Students and teachers are aware about the existence of reading strategies. However, students have been exposed to a limited number, just two or three: skimming, scanning, prediction. The teacher has not broaden the range of strategies, for example: work meaning through context, infer, refer, how to get familiar to text structure, among others. These issues can lead to the major difficulties students and teachers believe they face, such as vocabulary, low comprehension, lack of reading strategies and topic unfamiliarity.
- ✓ As for reading strategies, teacher has so far approached three: skimming and scanning, probably before this researcher arrival to his classroom, but he has not addressed the rest in terms of definition, importance, time and way to use them.

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- ✓ He also approached prediction by asking them to see the pictures and reading the title or subtitles. However, the teacher never explored this strategy the rest in terms of definition, importance, time and way to use them.
- ✓ Reading the title, subtitles and looking at the pictures or images can be suitable techniques to provide a preliminary approach to the text and its upcoming activities (W. P. Grabe & Stoller, 2013). When students have a preliminary view, suspicion or assumption about what the text is about or expected to be, what information the text may contain, then this facilitates their text understanding. When readers have the aforementioned issues before reading, they face the text attempting to confirm their suspicions and expand topic knowledge if their suspicion was correct, which will facilitate specific reading tasks
- ✓ Regarding text structure knowledge, students are exposed to several text types. The teacher knows the importance of raising awareness about the existence of text types, but at the same time, he considers teaching this topic not motivating or discouraging, which is contradictory

Activating background knowledge

- ✓ Teacher activates learner's background knowledge using familiar topics, which engages students to speak in a relaxed way and turn them into more engaged or motivated. According to the students' answers in their interview, the reason behind the activities proposed by the teacher was making students talk, which in the view of this researcher, can be a good reason behind reading activities

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due to the fact that speaking is what most students want to do when it comes to learning a second or foreign language. This made the class more interactive and hence, more motivating for them, so much that learners eventually could lose the stage fright or fear of speaking in public, considered as one of the biggest obstacles to overcome related to speaking L2.

Quality/ variety of feedback

- ✓ Students know their answers are correct when the teacher repeats them and they know when they are wrong when h/she uses irony or negative comments. Teacher rarely or almost never says why their answers are wrong or asks how his students got their answers.

Disconnect reading stages

- ✓ Rarely, there is a connection between the initial reading activities with the post reading ones, which are mostly oral presentations, whose goal is to address grammar and cultural issues. In the view of this researcher, these presentations are a suitable way to achieve such goals, but they are not suitable to support reading comprehension, since the topics from the oral presentations are rarely connected to the reading aspects the text provides. In the students' interview, one of them was aware that language and reading it is not only grammar and vocabulary, but it is also a cultural tool. The other student had a misbelief about reading comprehension, since grammar is not always the ultimate key element to understand a text. It is worth pointing out that reading involves a "conversation or dialogue" between the reading topic and the reader's

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background knowledge, expectations, suspicions, among other things. These elements are part of the top- down model of reading (J. A. Aebersold & Field, 1997).

All these findings lead to the general conclusion that the teacher and students do their best to approach reading texts and their corresponding tasks. This would be better if the teacher were more trained in this skill, took an explicit reading instruction approach that meets his groups' characteristics and explained text structure. The implications, limitations and needs for further research in order to meet such expectations or desires are described in the next chapter *Conclusions*.

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8. Conclusions

This section addresses the limitations of the study, the implications based on the findings as well as the needs for further research

8.1 Limitations of the Study

In terms of limitations, this research endeavor had none or at least, had none that was significant or represented a liability.

8.2 Implications

8.2.1 For the teacher

First of all, the lead teacher is an organized, experienced and professional professor. However, regarding teaching strategies, he must devote more time in teaching reading skills and its strategies in terms of their definition, importance, procedure and time to use them in an explicit manner. In other words, the teacher should take a more explicit approach related to reading instruction. A possible avenue to deal with the aforementioned issue could be by choosing or adopting a reading instruction approach or a number of approaches (Direct Explanation, Questioning the Author, Reciprocal Teaching, Transactional Strategies, Collaborative Strategic). This could help because each one of them define each reading strategy, model them and provide guided practice, which would help learners become strategic readers, but also this could help them to become reading instructors since they eventually will become language

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teachers once they finish their studies and one of the skills they will have to explain is reading.

Despite the fact that teaching text structure is not *the* major goal of this research endeavor, adopting or including the teaching of text structure could be suitable to some extent. The areas that teaching text structure may cover are explanations related to text types, their goals, intended audience, the purpose of the author and what mechanisms each text type contains to convey their message or fulfill their goals. Such explanations would be a good complement to develop learners' reading comprehension skills and help them at the same time to become reading instructors, which is part of their future professional life.

In terms of reading activity and assessment design, the teacher should cover other reading levels, not just the literal. S/he can explore questions that include inferential and critical levels. In addition to this, the teacher can explain each level. Consequently, his/her learners may become proficient readers and once again, this will eventually help them to become reading instructors.

Regarding the quality of scaffolding, this should be varied, since s/he can demand more from his/her students and increase the complexity of scaffolding, not only completing sentences by providing a word or a series of words.

As for the teacher's feedback, s/he should not limit his/her answer only by repeating the learner's answer or by giving negative comments. The teacher should tell them why their answers are wrong, asks them for reasons why the learners answered in specific ways or how they get their answers. S/he has to

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keep in mind that s/he is teaching future teachers, not only in the mastery of the language, but also in pedagogical issues in direct or indirect ways.

With respect of teaching reading strategies, the teacher should expand and include more strategies, not only skimming and scanning. S/he should include work meaning through context, prediction, inferring, referring, among others. Such strategies, once again, should be explained explicitly in terms of definition, importance, benefits, procedure, modeling, guided practice complemented by the selection and use of one of the Reading Instruction Approaches or several ones (Direct Explanation, Questioning the Author, Reciprocal Teaching, Transactional Strategies, Collaborative Strategic)

Teacher should model each reading strategy as much as possible to facilitate their learning.

About metacognition awareness and instruction, teacher should raise awareness in his/her learners about the existence and importance and reading strategies and monitor their use and knowledge. How to do this? By asking questions for instance: what strategy can I use in this text if my goal is to find specific information, general ideas, read between the lines?

Concerning lesson planning, teacher should design the pre, while and post reading activities aiming at reaching a coherent and cohesive connection among them and avoid isolation, with clear instructions, explanations and objectives.

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In order to keep students more engaged in the reading act and activities, students must have some background knowledge about the topic they face in the texts. Consequently, topics should be familiar to them, more related to their personal lives. Hence, the teacher should increase the number and frequency of such topics.

In terms of curriculum or text selection, either the teacher or the English staff from this university should choose a textbook that include reading tasks and topics that develop the three reading levels (literal, inferential and critical), as well as a solid connection among before, during and after reading activities. Furthermore, such textbook should address reading strategies in an explicit way and they should be broken down, if possible.

8.2.2 For the students

Regarding the strategies students use to approach questions in the three reading levels (literal, inferential, critical), they should have more tools and knowledge to deal with this issue. As a consequence, students should be more exposed to the other two levels, inferential and critical, and not mostly exposed to the first level, literal.

One of the major difficulties related to reading is lack of vocabulary. Therefore, they should be trained in strategies such as work meaning through context, which will help students overcome this difficulty. Another problem is topic familiarity. This implies two things. The first one, teacher should provide topics that are more familiar to the students. The second one, students should be more

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exposed to texts and activities that require intensive reading to overcome the aforementioned constraint.

In terms of teacher's reading instruction methodology, students should undergo and develop more complex thinking processes and activities that require a more detailed or elaborate answer. Therefore, they should be asked to support their answers and not just complete a sentence by using a key word. In other words, students should be exposed and carry out a more demanding scaffolding.

Students should be more aware about the mental processes that are involved when they read a text. If they knew that, their reading would be more fluent, to some extent, since knowing about reading models is incomplete without the knowledge of reading strategies and skills, among other things. In other words, they must or should develop metacognitive awareness.

Students must be trained or have a wider range of reading strategies, not only skimming and scanning. There are so many strategies unaccounted for by the teacher, for instance prediction, inferring, referring, summarizing, etc., which should be explained explicitly along with modeling and guided practice.

Despite the fact that text structure knowledge is not *the* mayor issue explored in this research project, learners could benefit from this aspect. If they have some essential knowledge about text types, their purpose, structure, information each of them provides, the mechanisms these text types use to convey or deliver their message, the aforementioned knowledge may help learners to know how to read them and what strategies are necessary to explore them. Some

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learners are already strategic readers, but they may become better strategic readers, since they have an extra tool: knowing text structure.

8.2.3 Further research

An issue worth researching in the future is how effective it would be the application of one of the reading instruction approaches or a combination. Such approaches are Direct Explanation, Questioning the Author, Reciprocal Teaching, Transactional Strategies, Collaborative Strategic in the classroom(s) belonging to the Foreign Language Teaching Program in a Colombian public university, either the one this researcher explored Universidad del Atlántico, or any other university. In this researcher's viewpoint, there seems to be a limited or non-existent research attempts or implementation endeavors of this kind in Colombia, either at public schools or universities.

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10.APPENDIXES

I. Transcript of Observation 1- August 31st, 2012

Teacher writes on the board the agenda belonging to session 6, which includes:

1. *Warming: vocabulary practice*
2. *Reading (p. 102) : skimming, scanning*
3. *Speaking : where to go*
4. *Presentation: Movies in England (a student reminded him to write this)*
5. *Listening practice*
6. *Task: Grammar and vocabulary quiz, results of listening quiz*

Students open their books on page 102 UNIT 9A: GOING OUT

T: We finish unit _____. Next session, we have a grammar and vocabulary quiz (point at the board). If you have any question about unit 8, please, speak now. We are going to start the activity, but before this activity, we are going to do the vocabulary practice. I want you think of activities you want to do , activities you like to do

What activities you like to do?

ST 1: playing soccer

T: playing soccer

ST 2 reading

(Teacher repeats)

ST 3: singing

(Teacher repeats)

ST 4: dancing

(Teacher repeats)

ST 5: Going to the movies

(Teacher repeats)

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ST 6: Dancing

ST 7: Dancing

T: Dancing also

ST 8: Going to the movies.

T: Going to the movies. Watching movies. What kind of movies? Horror movies, cartoons

ST 8: Comics

ST 9: Using the computer

T: playing with the computer. What is your favorite activity ?

ST 10 : listening to music

(Teacher repeats)

ST 11:playing soccer

T: playing soccer, Favorite team?

ST 11:First, Barcelona

T: Barcelona, first place, and?

ST 11:Junior

T: The name of the local team, Junior, of course. Name your favorite activity

ST 12: Surfing.

T: Surfing!!! ahhh, but in the net !!!

(sts laugh)

ST 13:Watching movie, listening to music, singing

T: Now, all of you, what you consider a boring activity. Now, pay attention, English classes are forbidden

(Sts laugh)

ST 14:Washing the dishes

T: Washing the dishes, that's a boring activity. Let me think. A boring activity Lucy

ST 15:Cleaning the house

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(Teacher repeats) Doing the household

ST 15: Cooking

(Teacher repeats). Cooking. Boring for you

ST 16: watching TV

T: watching TV, that's boring for you? !!! Strange

ST 16: Reading

T: Reading!!! That's boring for you

ST 17: Jogging

T: Jogging without .. what is this? (pointing at his waist) an IPOD

(students continue telling their teacher boring activities. Some of them are repeated, such as: reading, washing the dishes, etc)

ST 11: taking the bus

T: taking the bus, especially Translento

(Sts laugh)

ST 18: cleaning the house

T: Cleaning the house. By the way, do you clean the house?

ST 18: Yes

T: When?

ST 18: On weekends

(Teacher repeats)

ST 19: Cleaning the bathroom

T: Cleaning the bathroom. Boring or disgusting?

ST 19: Disgusting

Teacher approaches a female student, Stephanie Padilla and her boyfriend, who haven't participated, in order to ask the same question: what is your favorite activity)

T: What a difficult question.

(sts laugh)

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PADILLA: eating out

T: what is a boring activity for you? (*Addressing to Ms. Padilla's boyfriend*)

PADILLA's boyfriend: washing the dishes

T: OK. Favorite and boring activity. Now, you have to decide which are favorite for you and boring activity for you. Go to page 102. Ok ? . Just practice some activities covered in last session using a test. Do you remember those activities that we practiced on the first test? No, ok. Let's not worry

I have a question for you : Check the title, look at the pictures. If they are colorful, good. If not, use your imagination. Work in groups or in pairs . what's the title of the text?

STS: Going out

T: the text, the text

STS. Pick of the week

(*Teacher repeats*)

T: Now, you have the pictures. Look at the pictures. Ok, now, tell me: what do you think is this text about ? just checking the titles and the pictures

ST : I can't see the pictures.

T: Ok. Look at the titles

Ortega: I think the title is about the different activities we can do at night, in different hours (sound distorts)

T: Now, mention some activities in the text. Are there some activities mentioned in the text or not? Could you name them?

ST: dancing

T: dancing, what else?

ST: an exhibition

(*Teacher repeats*) and???

ST: a comedy in a cinema

T: Now, what parts of the text give clues that there was some information about activities ?

(*nobody answers*)

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T: Let's change the question. Where you can find this kind of text? Where ? in what, in a newspaper?

ST: In a magazine

T: In a magazine, very good. What magazines? What do you think is the purpose of that text? Somebody wrote that text for you. Try to identify this. To invite somebody?

TORREGLOSA : suggesting

T: suggesting what?

TORREGLOSA: what to do?

T: suggesting what to do Ok. Now, look at the people all over the text. There are four people over the text. See? Ok. Some of them are deciding where to go and you are going to help. Ok? You're going to help. First, what they need, what are their intentions and tell me what a suggestion to go. First, analyze the activities. Ok? How many activities are there? A-B-C-D-E-F. how many activities?

STS AND TEACHER: 6 activities. People, How many people?

STS AND TEACHER: 4

T: You have more than one option for each person. What is the name of the first person in the picture?

STS: Elizabeth

(*Teacher repeats*). The second is...

STS: Anne

T: The third is

STS: Melissa

T: and the fourth is

STS: Frank

T. Ok. Let's do this, Ok. Just check what they say and try to identify a good activity, ok? . imagine that it's his or her favorite activity. Discuss it with your partners.

STS: (discussing in small groups of 3 or 4 sts aprox. 5 -7 mins)

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T: *Writes on the board the names of the characters. After these seven minutes, he approaches a student, Peralta and asks about his answer.*

What is student 1? . It is E. Ok, listen. You said E. Write why you think she must like this activity (*giving him the marker and asking to go to the board*). Just one reason.

ST : One word?

T: No, one reason (*waving his hand*) . Tell me why Elizabeth likes this activity
(Peralta goes to the board and writes his reason

T: *walks around the room to see what the students wrote about Elizabeth. Most of them wrote E. He does the same with Ann and the other characters) he goes to the board and checks Mr. Peralta's answer on the board BECAUSE SHE LIKES DANCE*

Uh-Uh. You said Elizabeth likes, probably, go to the Jongleurs Comedy Club, why? because she loves dance. Ok? (*he corrects dance for dancing on the board*)

Is it all or do you have any other reason? Is it ok or are there any other reasons?

STS: There are other reasons. (*They hesitate to go to the board*)

T: (*reading the book*). She says "I go out to have fun. A lot of laughs, a good meal, going dancing.. That's my idea of a good time!"

(*Approaching another student, Bustos*) Do you want to write another reason? OK. Let's see another reason for option

ST (Bustos): (*he doesn't know how to write the word LAUGH. Therefore, he asks the teacher to allow him to see the book and check the word*) .He writes BECAUSE SHE LIKES LAUGHING

T: (*mimics the word LAUGH with his body language to a student who doesn't remember the word's meaning*) if there is other reasons, write

ST (Martinez) Writes on the board for Ann option F.

T. Ann, F, why?

St (Martinez) she writes BECAUSE SHE LIKES MULTICULTURAL DANCING SHOWS

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(While she was writing this option, other students add option E JOGLEURS COMEDY CLUB for Ann and one of them even explains why :SHE LOVES DANCING. Another one adds " she says nothing too serious)

T: You said Ann? let's wait she finishes to write this second option. What do you say? *(approaching Rodriguez)*

ST (Rodriguez): I think that the option is E

T: For Anne? Jongleurs. Ok. Why is E?

ST (Rodriguez): She says shows that combine modern and ethnic sounds and F doesn't show that

T: Ok. What about that musical show in option F? It only shows lots of music?

ST (Rodriguez): Yes (unclear sound)

T: what about B? *(Writes on the board B below the Ann character Ann)* why don't you write a reason for B here?

ST (Rodriguez) she writes

T: *(while she writes on the board)* I think two options can be possible. The text says this is a mixture between you can listen some music here, but you can dance. You see?

St (Martinez). Teacher, the reason for B. I wrote the reason

T: you said F .. ahh , you wanna change it *(st makes a gesture with her hands meaning this)* . OK

Hey, boy, what happened to you? It's your turn *(addressing Ortega)*

St (Maritnez) wrote DIFFERENT KINDS OF MUSIC

St (Ortega) He writes a reason for Frank, which is D. He wrote BECAUSE HE HAS VERY LITTLE MONEY AND THE EVENT IS FREE.

T: repeats this answer orally. For a student from Universidad del Atlántico is the same *(sts laugh)*. OK, thank you ... Everytime I find a student from Universidad del Atlantico in an art exhibition, it is because his or her pockets are empty

St (????) She writes a reason for Melissa BECAUSE SHE ENJOYS COMEDIES

T: Do you agree with that?

Sts (some) yes

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T: Is there any other possibility ?

Sts A

T: OK. A (he writes it on the board) . why A?

St (??) unclear sound)

T: writes what the student ??? said, which was SHE LOVES GOING TO THE THEATER . OK, options A-B –D-E-F , what about C ? Now, option C.... C is movies. So, nobody is interested in movies?

St ??? Elizabeth

T: Elizabeth , Frank . OK, my last question. Now it is your turn. Choose individually one of those activities. For you. It's a personal decision. What could be your favorite activity? Just one and tell me why (walking around the room)

Don't you know the United Kingdom? (Asking a student who does not know. Her classmate explains it is the union of several countries, Wales, Ireland, England....) OK.. Finished? Take one or two minutes

St (?) Comedy nights. This is better than watching a ... (unclear sound) . They make the currency exchange to pesos and it is expensive. Any other reason?

St (Torreglosa): Cultural events: Union Dance.

T why?

St (Torreglosa) he reads the exact words from the book IT IS A MIXTURE OF BREAK DANCING, BALLET AND MARTIAL ARTS TO A CULTURAL MIX OF HIP HOP . He adds the martial arts he liked are like dance, the capoeira

T: Ahh,.. do you know how to dance Capoeira?

St (Torreglosa) No

T So, as far I as I know, it is like a combination or mixture between ballet, dance, martial arts. What is the result, combining all those dance and martial arts?

St (Torreglosa) I read that there is martial arts and dance are something like kicking. Kicking with their beautiful shoes .. (the student continues describing Capoeira) . I like Hip- Hop, it is war music

T: Ok, anyone else?

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St (Ortega) Cinema. I would like to go to the cinema. The name of the movies sounds interesting

T how wide?

St (Ortega) it says 20 meter screen, digital surround sound .

T is there any theaters like this in Barranquilla?

Sts No. They started to laugh when one of them said Metrocentro.

T Sure, where? Metrocentro.. ahh, you're pulling my leg . OK , what about you (addressing to Peralta)

St (Peralta) Art Exhibition because I like Arts .. (unclear sound)

T I heard in Barranquilla there are no such events. Have you ever been in one of them ?

St (Peralta) Well, I was in a Elective (unclear sound) . So, I went to the museum of the University and I could see a lot of paintings .

T Ok. Any other possible..?

St (Carrillo) I would like to go to Comedy Nights. It's a way to have fun, to laugh ...

T The same question, is there any comedy club here?

Sts Yes, La Barra

T Is the same LA BARRA as the televisión show?

Sts: Yes, Toronbolo

T Ok, my last question. How did you find the text? Easy, difficult?

Sts (some) Easy

T Why was it easy.. because of the topic, the pictures ?

St (Rodriguez) Because the topic

St 2 (Camargo) the pictures

T Ahh, the pictures. Ok, let's move on. Now, the presentations .

St (Torreglosa) Teacher, my partner is not well

St (???) *She has a sore throat*

T What about the other group? So, Joan?

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St (Joan) We are not complete

St (Rodriguez E.) We are not complete

T Again, again. You can make an effort, because today is extremely silent (people laugh). Ok, the microphones are yours

Presenters are writing the information on the board MOVIES IN ENGLAND

P1: My name is ... and my group is formed by Today, we are going to talk about Movies in England. I'm going to talk about the most important celebrity of the British.... He is Mr. Bean. His real name is Rowan Sebastian Atkinson. He was born on 6th January , 1955 in Newcastle . he studied in Newcastle University and Oxford University Electrical Engineering . Atkinson has 2 children Ben and Lily . His wife is Sunetra Sarty. His parents are Erick Atkinson and Ella May. Mr. Bean won in 1979 the British Academic Award (the group continued presenting the biography of Mr. Bean) (while this is happening, the teacher showed me the oral presentation score sheet

P2 (Torreglosa): Who can tell me names of British actors? We can see Mr. Bean, Charles Chaplin is another. Who can tell me a very well known actor from America? For example

St (Romero) : Will Smith

P2 (Torreglosa): (repeats name), Robert Patrick and this person . British films are based on drama, passion , love and sometimes they try to show the British culture. When they talk about British culture, I'm not talking about The United Kingdom only. I'm talking about Scotland and other countries that are British close.

There is a difference with American films. The American films that are recorded in Hollywood are based on action, adventure and that's why they sell a lot of movies to the world. For example: if you can see Charles Chaplin and all actors in British films , it is very funny this is not action, not adventure. This is more than old future, it doesn't show future. It is the same that Mr. Bean. There's no action , adventure and there is a difference with Terminator: there are fights (presentation continues with some audio problems- unclear voice) .. and Mr. Bean or Sherlock Holmes are more mystery and this is the great difference that we can find British films and American films

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- P3 : (shows a model of the BAFTA, The British Academy of Film and Television Arts) . Bafta is the The British Academy of Film and Television Arts. This academy supports and promotes actors .. (unclear voice due to her sore throat) This is a symbol of excellent movie performance. We have two activities for this .. Lina explains these
- P1 (Lina): (She and her partner discussed for a while) Somebody wants to make a remedy of Mr. Bean?
- T: (laughs) nice!
- ST (Jimenez Florez) Stands up and does it after a short conversation with these presenters
- STS (laugh and applaud)
- T nice. Ok, then we talk about the ... Thank you Jose. Do you want to talk something about the topic? What did you learn? Say something about the topic
- I didn't know his real name . Rowan?
- STS (unison) Atkinson . But you said that Rowin Atkinson is not the only actor representative of that culture. There are others (pointing at a student) James Bond ..any other characters?
- STS Charles Chaplin, Harry Potter
- T (repeats names)
- ST Austin Powers
- T (repeats names). You mentioned names of actors. Names of actresses
- ST (Romero) kate Winslet She plays in the movie Titanic
- ST Harry Potter's friend
- T Name?
- ST Emma Watson
- T Now she is about 20 . Only 2 actresses? Now, American actors. Most of you know American actors: Schwarzenegger, Travolta, Paccino, Jim Carrey
- STS (provide names of American actors)

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T	Female
STS /T	Provide names and teacher repeats Scarleet Johanssen ..
T	By the way, Kate mentioned that Batman was first filmed in England. I read that somewhere
STS	(provide more names of actresses)
T	(repeats names) Cameron Diaz , Miley Cyrus
STS / T	They laugh and clarify that she is a singer (activity continues like this ...)
T	Well, check this. This kind of topics gives you some background. My idea as a suggestion to consult more information to know more. All the presentations you need to talk more. I think we should study drama (talking to Jimenez)
T	(asks the observer) how do you say “tener madera”?
OBS	To be a natural
T	You as future teachers should be actors all the time. This is a Spanish .. and our life is a movie and we are actors. Everytime you are acting. So, the only aspect is that you change the roles, changing roles, everytime. Thanks for the presentation. Jhon, when is your presentation? Next session?
Jhon	Nods
T	Next session .OK, we have our first grammar and vocabulary quiz. Umm, I like you to do the presentation first and then the quiz. Ok, where is my agenda (it has been erased from the board) . I don't have my agenda , what is the next activity?
STS/T	listening practice and at the end the results of the quiz. I notice you like the last part. Let's start with the listening
ST	Teacher.. The grades
T	You are eager with your grades. Well, I'm going to give you the tape script of the listening we did last session so you can see the results and then we are going to grade, OK? (He gives a marker to Romero to write the results on the board. He writes sentences with gaps)

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He asks the observer to read aloud the tapescript belonging to exercise 2b from the Upsatream Pre-intermediate B1 workbook p. 65. While this happens, students identify key words to fill in the gaps.

I have the listening activity, but I forgot to record the audio for this. So?

OBS

You don't have the.. ?

T

Audio files. Ok. That's it. Don't forget the task, grammar and vocabulary exam next session

ST (Ortega)

What about next class? The university may be closed because of a specific event, a race (marcha)

T

Rumor say that there are no classes, but we don't know if this event "protest". Thank you for coming today. Enjoy the rest of the weekend

II. Transcript of Observation 3- September 6th, 2012

(Students are approaching page 107, which contains an activity involving reading and listening. The observer arrived a little late. Therefore, what was observed were the last 47 minutes of the class?)

T what happens if I cut the word ILLEGAL? The same meaning? Is the same meaning if I cut the word ILLEGAL?

STS *(nobody answers after a few seconds)*

T You see? The word ILLEGAL gives the chance to know it's something not in that limit. That is under. Now, what were you doing in this exercise?

ST 1 Using..

T using what? You said something about using what?

(Approaching the observer, he said the following)

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The word SCHEMATA, we were using people's knowledge to make some questions about the text. So you were using your background to get to the word, to the exact word. Ok, what is in our for session for today

(pointing at the board) . What's the topic?

ST2 Red Nose

T It's interesting because we have the text about Red Nose. If we have time, you'll receive your tests. Ok? But not with your grades, just with the scores. OK?.. Red Nose

(he writes on the board)

Agenda

Session 8- Unit 9

1. Grammar: Reported Speech

Activity _____

2. Listening and checking

Listening practice

3. Presentation RED NOSE

4. Speaking: PROGRAMS IN OUR TV

5. Tasks

❖ Results from Grammar and Vocabulary quiz

T *Calls the 3 members of the group. He approaches the observer by saying*

I forgot. This is was just listening and checking .

Obs Just listening and check

T Aja

PR 1 My name is Vanessa Guzman and Paola.. Our presentation is RED NOSE. Comic Relief is a cooperative British charity was founded in 1985 by comedy screenwriter Richard Curtis and comedian Jane Tewson... (unclear sound).

Several days are happening a TELETON. The first Comic Relief was held in 1988 with the slogan THE PLAIN RED NOSE. The most prominent symbol is a plastic bomb or red nose, which is .. in various supermarkets

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- PR 2 *(describes the story of Red Nose) (Both presenters interact and exchange until the end of the presentation. Next, they start a quick facts questionnaire)*
- T Those who haven't participated. Come on, it's very easy. Ok , who? Good you two . Come on. One against the other. Sandra and Gisette
- PR2 the student has to choose a number and answer a question. If the student doesn't know the answer, he or she has to pass the turn to another student.
- (Volunteer 1 chose a number:8)
- PR1 Mention other countries where is also celebrated Red Nose
- V1 United States, Iceland
- T1 How difficult!
- V2 *(chose question number 4)*
- PR1 Mention 3 television stars who have participated in Red Nose
- V2 Mr. Bean, David Beckan, Victoria Beckan
- (the questionnaire goes on)*
- T They are supposed to put the Red Nose under their real nose
- (people laugh and these two students reject such proposal)*
- T Now, let's see your comprehension. Go to page 111. Let's imagine that you are a reporter. Based on that information, the information you have from the text, you have to ask questions to your partners. Let's work in pairs, you two, you two.. You are going to ask questions about Red Nose. Ok? Get the information from this presentation and the text, from the presentation and the text. I'm going to choose a reporter and the reporter is not going to ask questions to his partner, to a different partner. So, check all the information from the text as much as possible. Be ready to be a good reporter
- (he approaches the observer to notify about the scores from the test to choose the people he is going to interview. Afterwards, the teacher makes the pairs by pointing out students who are next to each other)*
- STS *(they are writing questions based on the text from page 111 and the presentation they just witnessed)*
- T *(walks around to monitor if students are doing what they were told to) (while the students are doing this task. He talks to some students about the results of some tests related to conditional sentences)*

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The highest score was Kevin Ortega: 54. I don't know if you can help me with some Evaluations. There are 60 questions, you get the scores (unclear sound). That's for next session. Finally?

OBS: Who is Leonardo Romero?

Romero Here

OBS Jennifer Pantoja?

Pantoja Here

OBS And Eder Torregloza., that is you, right?

Torregloza: Yes

OBS Ok. Next week, I have to interview the three of you based on the grades of your reading activity

T David Beckham and his wife coming from England. (*going to the other side of the room*). Who is a reporter here? (*he chooses 4 sts to be reporters*)

This is the selected group of reporters and this is David Beckham and Victoria Beckham. So, this is the press conference. So, ask questions to David and Victoria Beckham

R1 (Cardenas) Good afternoon, Mr and Mrs Beckham. We really appreciate it you are here now in this section that we want to interview. I wonder could you please tell us more about what kind of Is?

Mrs. Beckham (??) It is a foundation that helps poor people

R2 (Ms. Rodriguez) So, tell me. What's the biggest show in this event?

Mr. Beckham (Bustos) Well, fir me it is always a ... I think I would like to help and it is important that everybody helps

R1 And how many stars have joined this group?
(unclear voice)

R1 And what companies support this kind of organization?

Mrs. Beckham BBC, COCA-COLA

R3 (???) Where is this event be held this year?

Mrs. Beckham Repeat

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- R3 Where is this event be held this year?
- Mrs. Beckam In Ireland
- (*the press conference continues ...*)
- T let's see the results of your grammar and vocabulary test today
- STS (*gasp*)
- T pay attention to this: I'm going to give you the scores, not the grades. There were 60 questions. So, if you check your answers, and you have 30, it means you have a low grade. So, maximum (*pointing at 60*) and this is (*waving hands so-so while looking at 30*) this is average, OK? Remember it's the score. There is a time to have a conversation of these results
- Remember this is the score, not the grade
- (*he continues handing papers and registering in his notebook*)

III. Transcript of observation 4- September 11, 2012

Teacher writes on the board session 9, September 11th, Unit 9, whose agenda is:

1. Listening practice : Vocabulary related to TV professions
2. Presentation: grammar: relative clauses
3. Reading: A TV guide/ types of program
4. Speaking: information about TV programs on Colombian TV
5. Task: listening quiz unit 9/ grammar and vocabulary quiz unit

“ Hey, do you want to get the book Upstream B1+?

- T: I have a question for you: we are almost ending this unit in one or two weeks and we need to get the new book, which is UPSTREAM B1+. Who wants to get the book? So, two students. So, Joseph is going to write their names to ask for 3 or 5 books to get enough samples... (The topic continues) .

Open your page 105. We are going to start with a vocabulary exercise. This is a listening practice at the same time. Then, we have a very long conversation related to the show television today. As we can see, the last session we were talking about movies that was a clear signal that you are watching a lot of television.

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So, today we are going to talk about the Colombian television, but we have to start at the listening and vocabulary practice. So, check in your books to see where is the exercise, in which you have to relate to professions with what you hear, OK? There are six professions. You have to relate the professions with the four pictures. According to what you hear, you have to relate a TV related profession with the picture. OK?

First, lets see what you know about these professions. Let's start with the easy one: what is a reporter?

ST1 The person who shows the news

T its' the presenter. It's the person that presents the news. That's the reporter. Are you sure?

STS (choral mixed reaction)

ST2 (Torreglosa) It's not the same thing as journalist?

T Well, a journalist. That's another definition for that. What is a journalist?

ST3 it's in a newspaper

T Something related to a newspaper, and a reporter...?

ST 3 To TV, television

T are related to television. When you think of a journalist, you think of a man in an office. OK? And typing, maybe in a computer. And when you think of a reporter, what is the image that comes to mind?

ST4 Cameras

T yes, what else? Taking notes?

ST 5 (Ortega): Outdoors

T: Outdoors, and you think of a journalist is indoors, doing something. Well, a newsreader?

ST2 it's a person who reads EL HERALDO, AL DIA, EL TIEMPO..

T Remember that it's a TV –related profession. So , what is a newsreader?

ST5(Ortega) it's the person whom we call the presentator. It's the person who takes some notes about the news and he tells them, reads them for the .. (unclear voice)

T Good. Or maybe is the presenter and just reads the news.OK. Is that the person who goes out and gets the news?

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- STS No
- T that's the....
- STS Reporter
- T the quizmaster.. no idea what a quizmaster is (after a few minutes)
- Ok. If I tell you there is a picture related to quizmaster. Who do you think he can be?
- ST 6 (Sanchez) B
- T Very good, B. my question is why? Are you witches or something like that?
- STS (laughing) No
- ST 7 (Rodriguez) that is a person who works in a program, in which people are measuring their knowledge about something
- T give the name an example of a program that you find a quizmaster
- STS ¿Quién quiere ser Millonario?
- T I was thinking about this program with the number and all these things. See? Cameraman?
- ST2 (Torreglosa) (pointing at the observer). Here's the cameraman
- T who next to me? Ahh, the cameraman. Weather forecaster ?
- ST2 it's the person who forecasts if the weather is rainy, windy, snowy..
- T That's it. Do you remember famous name of a person who I think he was one of the first person who said something related to the weather on Colombian television?
- ST Max
- OBS: Max Henriquez
- T Max Henriquez. And finally, who is the makeup artist?
- ST3 It's the person who puts the make up in the actresses or reporters
- T and? Yes, (repeating the student's definition). Very good, OK. Now, I'm going to play my audio file and we are going to listen

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- to identify the .. OK, ready? You have to identify the speaker, Ok? The speaker is one of these persons, OK? Ready? Let's go the first time. Ahh, by the way, what is one of the techniques I have told you always before we do a listening practice?
- STS Listen, but not..
- T Listening..
- STS Listening, but not taking..
- T Listening for? Exams, familiarizing with the sound. And the second time?
- STS Check for information
- T (repeats the same). Very good, OK? This is the first
- T I'm going to play it and identify the speaker. The first one
- STS weather forecaster
- T (repeats answer). Why ?
- ST 5 (Ortega) She said sunny
- T She said sunny. Very good.. or?
- ST 8 Showers
- T (repeats her answer). So, what he is speaking is vocabulary related to..
- STS Weather
- T Ok, number 2
- STS Reporter. Newsreader
- T Not reporter. News..
- STS Newsreader
- T Ok. The third
- STS Cameraman
- T Cameraman, are you sure? What is he saying?
- STS I'm always behind the camera

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- T (plays the next track)
- STS Quizmaster
- T (repeats answer). What is the last one?
- STS Make-up artist
- T And how do you guess?
- ST she loves making actresses look like aliens
- T In science Fiction productions. I wonder how they transform the actress into something different using just make up. Do you have an example of that kind of transformation ?
- ST2 (Torreglosa) A song, Michael Jackson "Thriller". They make up like a zombie. That is why, "Thriller is the most sold song in the world in all the music history and that transformation in zombie
- T Any others?
- ST 9 Brad Pitt in the Curious Case of Benjamin Button
- STS /T (start exchanging ideas about the movie and make up effects)
- T You mentioned AVATAR.
- STS Yes
- T Besides that, I don't know if you work. I don't know how to say that. You have your won avatar. It's like a picture of you, but that was the result of make-up produces. A sensation of being another person, of being a cartoon, like being a cartoon. So, I noticed that in some works, some students, they painted themselves and say this is my avatar. I didn't know why they said that. Ahh, this is your avatar because this is a picture of me, but without the special effects
- ST2 (Torregloza) Do you know what avatar has impressed me the most ? For example, in Terminator II. How can they make Arnold Schwarzenegger like a robot or something like that? (he continues sharing his ideas about the film and character).. and that's why nowadays people still watch it
- T Ok, like a..Finally, like a class communication. Let's talk about in front of the camera and behind the scene. Can you tell me which of the professions we have mentioned are in front of the camera?

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STS	(choral answer)
T	Sorry, one at a time
STS	Newsreader, weather forecaster
T	Reporter?
ST 5(Ortega)	Sometimes
T	My question is if there is a newsreader, why the reporter?
ST7 (Rodriguez)	the newsreader is in a studio. The reporter is outside
ST10 (Carrillo)	A reporter is like a researcher that researches the things that are happening in the place where the news takes place
ST11	They are in the right place and the right time
T	And at the same time they are in front of the camera announcing. Ok, the reporter, the newsreader, the quizmaster. Ok, now, behind the scene
STS/ T	Make-up artist, sometimes the reporter. Good, thank you. Let's stop here for a moment and we have to do the speaking part where we have to talk about Colombian television. We continue with the presentation, something related to grammar and after that, our conversation. OK? Ladies it's all yours
PRS	(they write RELATIVE CLAUSES – ADDITIONAL INFORMATION on the board
PR1	Good afternoon. Our group is conformed by .. (3 st names). We are going to talk about the relative clauses. We use the relative clauses to give additional information about something without adding another sentence. There are two kinds of relative clauses: relative pronouns and relative adjectives. Relative pronouns can be a subject or object pronoun. They are the subject pronoun when they are followed by a verb, and they object pronoun when they are by a noun
PR2	Relative pronouns. We use WHO refer people. We can use THAT too, WHOSE to refer possession. (she provides examples)
PR1	WHO and WHICH can be omitted when they are the objects, for example: Andres is the boy WHO/ THAT I met in the park

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- Here is the object because it's followed by a noun, and they can't omit when they are the subject of relative clause, for example:
- Can't be omit because it's followed by a verb
- PR3 Relative clauses provide extra information that is essential to the meaning of the main sentence and are introduced by WHO, WHICH, THAT, WHOSE, WHEN, WHERE, WHY and comma. For example:
- the man who bought her car is ...
- The man who was very impatient, left before the doctor came in
- Now, you have to work in pairs and do these exercises
- T It's about the third exercise. I have a question: in this exercise says identify if it is defining or not defining, but there on the board you have identifying and not identifying. Is it the same? What's the mistake?
- PR3 I wrote IDENTIFYING AND NOT IDENTIFYING, and I wrote DEFINING AND NOT DEFINING (pointing at the copy)
- T Ahh, you were supposed to write DEFINING and NOT-DEFINING on the board. It's not the same. So, what about exercise 3. Ready? OK. Let's go on
- PR3 Who wants to be the first?
- T (Repeats the same question)
- STS (answer the questionnaire from the activity using WHO, WHICH, THAT, etc. The presenters choose the peers who are going to answer it)
- ST (Camargo) July and August are the months WHEN most people go on.. (unclear voice)
- ST (Carrillo) Do you know the reason WHY people learn English?
- ST (Mateo) he repeats the above question by mistake
- STS/T No
- ST (Mateo) Sorry. This is the church WHERE Peter and Sue got married

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- ST (Stephanie) Edinburgh is the place WHERE Alexander Graham Bell was born
- ST (Tatiana) famine was the reason WHY so many Irish people emigrated to United States in 19...
(The activity goes on like this)
- T Defining or non- defining?
- PR3 Not defining
- T You are not supposed to say this. He is supposed to say this (pointing at Joan). So, defining or non- defining?
- STS Not defining
- T Not defining. The question is why is it Non –defining? (pointing at presenter 3)
- PR3 Because the information is not essential to the meaning of the main sentence
- T Very good. it's 4.30
(The activity continues like this. Students classify the sentences and provide reasons for such classification)
- T (after this stage of the activity finishes)

We have a sentence. This sentence is a unit and this sentence has a general meaning. OK? Inside this sentence you can have more information. This information can be necessary or it can be extra information. If that information is necessary to understand the sentence, you have a what
- STS A defining relative clause
- T (repeats answer)

If you don't need that information, we have a...
- STS Non- defining relative clause
- T In this example (asks sts to repeat the sentence)
- STS That man whose car was stolen last week
- T Do you need that information: whose car was stolen to identify the man?

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- STS No
- T No. Hey, that's the man. That's all. That's the main clause. The rest is extra...
- STS information
- T (repeats word). OK? Clear? OK
- Now the topic. Let's go to the exercise so we can have a clear more practice, page 107. What is a relative pronoun or a relative adverb? We need to fill these sentences. For the first one: I like films..
- STS which
- T which or...?
- STS that
- T that are about aliens. B, Tom Cruise...
- ST (Ortega) is the actor who I admire
- T Most. It says I admire most... Who or ...?
- STS that
- (Activity continues like this, practicing defining and non-defining relative clauses. The teacher says the first word and students say the rest of the sentence in a choral way and choose the right relative connector, so to speak)
- T Bob, whose father is a pianist. Can you omit WHOSE FATHER WAS IS A PIANIST?
- STS Yes
- T Yes. Now, let's move to exercise 8. Choose the relative to join the sentences. (Reading the first sentence) Paul loves swimming. He is 80 years old
- You have to join the sentence and use a relative pronoun
- STS/T Paul, who loves swimming, is 80 years old
- T Or Paul, who is 80 years old, loves swimming. (Saying the first word of the second sentence) Chicago
- STS/T which I saw last night on TV, is a great film
- (The activity continues like this)

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- T Now, let's go back to talking about television. Let's go to page 105. What do we have on exercise 8? What do we have there?
- STS We have information
- T (repeats the same above). This is a text. What kind of text is that?
- ST(Tatiana) It's a guide of television
- T (Repeating). Very good. it's a TV.. (Pointing at the board)
- STS/T Guide. Ok. A TV guide for a special day. What is it?
- STS Thursday.
- T Check a program from the list and please tell me what kind of program is that. Check, select the program from the list and tell me what type of program is that. Ok? (walks around to check students) Attention, these are real programs. Ok, who wants to talk? Tell me. Say the name of the program and tell me what program is that. Do you know anyone?
- STS Yes .Friends. Joey and Chandler leave baby Ben on a bus (reading the first lines of the TV guide). It's a comedy
- T Yes.
- ST(?) A sitcom
- T (repeats). You know what sitcom means?
- STS Situation comedy
- T It's a situation comedy. Any other one?
- STS (murmur)
- T I don't get the name.
- STS Big Brother
- T (repeats). What is Big Brother?
- STS Reality show
- T (repeats answer). Any other program?
- STS Channel Four News
- T (repeats).
- STS/T It's a news report

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- T Who wants to be a Millionaire?
- STS/T a quiz show
- (continues like this until the list is finished)
- T Now, let's think of Colombian programs. Anything related to Colombian programs (Writing on the board the word SITCOM). Sitcom, any Colombian situation comedy?
- ST(Tatiana) El Man es German
- T (repeats and writes this program on the board). Why? Because the sketch, I mean the format, is very similar to that. It's a situation and it makes you laugh. Ok? And this is German. Any other?
- STS Sabados Felices
- T It's not a situation comedy
- ST (Torregloza) Noticiero MPI con Severo Copete
- STS No
- T Situation comedy?
- STS No
- ST (Torregloza) Pero cojen un tema de politica y lo... (unclear voice)
- T But in that case it's different because..
- ST (Camargo) It's like a series. Ahh, yeh. She says that every episode is a part of a series in Friends and also this (showing the word SITCOM on the board) . So, it doesn't , ahh, it's not the same situation as what you mentioned? (pointing at Torregloza)
- ST (Torregloza) Noticiero MPI
- T because every episode is different
- ST How do you say parodia?
- T Parody (writing it on the board), but I think it's not the same meaning as you were trying to say, OK? So, go to the dictionary and it doesn't have the same meaning. Here you are (giving him a dictionary), but I'm not sure this is the same meaning. Remember you can have a word, but that word has a different meaning in English. Ok ? No more Sitcom. Realities, wow!!

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- STS Desafio, Protagonistas de Nuestra Tele, Big Brother..
- T (writes some of them on the board)
- ST (Ortega) LA VOZ
- T This is not a reality
- ST (Jimenez) Yo me Llamo
- T No, it's a talent show. (He decides to write on the board TALENT SHOW)
- STS la Voz, Factor X...
- T (Writes on the board either names of talent shows as well as Realities). Now, news reports
- STS Septimo Dia, Noticias Caracol, CV Noticias, Televista.. NTN24
- T (writes them on the board). Quiz show
- STS El Precio es Correcto, Quien Quiere Ser Millonario..
- T (Writes on the board). Documentaries
- STS Entre Ojos, Pirry, Septimo Dia..
- (This activity goes on like this until the end. They say names of talk shows, drama, films, among others)
- T I think you spend most of your time watching TV. Any other TV program?
- STS El Boletín del Consumidor
- T News...
- ST(?) Teacher, le faltó los programas de chismes.
- T Ah, yeah. Where do you classify SWEET? Is it a talk show? SWEET? Good. we may have to make a new.. category
- ST Sport talk show
- T Sport, probably not Sport talk show, Torregloza. (Writing on the board SPORTS). Sport programs
- STS Al Dia con el Junior, MI Pasión Rojiblanca
- T Ok. Our last activity. Finally, ahh, cartoons

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- STS Dragon Ball Z, Pinky and Cerebro...
- T How incredible. I mean, the amount of information about television. Let's make a conclusion here. What do you notice with these programs? Look at the classification. Say a conclusion. What do you think? What do you watch the most?
- STS (discussing)
- T In my opinion, these are the categories you watch the most (pointing at talk shows, films)
- STS Reality shows
- T When you say about a program, you say 5 or 6. I didn't write all, but... see? It's that, this a picture of Colombian television ? or this is a picture of what you watch on television ? I would say yes
- ST (Navarro) No
- T No, why?
- ST (Navarro) I don't watch much television
- T What do you watch ?
- ST (Navarro) Warner Channel
- T What kind of programs do you watch?
- ST (Navarro) Sitcoms
- T directly in English or with a closed caption ?
- ST (Navarro) With a closed caption
- T What do you watch? Say a program you like the most and tell me why you like
- ST (Torregloza) El Capo
- T El Capo, why you like El Capo?
- ST (Torregloza) Because I don't know to say. You know all the trama
- T The plot
- ST (Torregloza) The plot is.. (unclear voice). There are beautiful women. For example, the detective that was looking for Pablo Escobar Jaramillo, who is the protagonist, was beautiful. And the woman that was his

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wife and the other women that were next to him. All of them. That's why I like

T According to what I heard, you watch El Capo because there are beautiful women. Not the plot. It's the same history as Pablo Escobar

STS No, it's different

ST (Torregloza) Yes. I read the Pablo Escobar history and most of the cases that appear in the program are related to the Pablo Escobar life because I read about Pablo Escobar life and I have a documentary in my house and they try to copy Pablo Escobar's life in another ahhh, El Patron del Mal. They all follow the same line. Anyway, the protagonists are beautiful. The actress

T Ok, ..(unclear word. What or who) was last listening practice?. But if you want, if you want, we can do it next session, because as you see here, we have a listening quiz for unit 9 and this is next session. Do you think we need a practice before that?

STS Yes

T Ok, practice next session and listening practice. Ahh, remember that the grammar for unit 9, the next grammar and vocabulary quiz is conditionals page 106 and today's topic. What is it?

STS Relative clauses

T Conditionals in page 106 and relative clauses on page 107. This is the grammar, OK? You have to study that grammar for the quiz and vocabulary obviously is all those tenses. We start unit 10 maybe next session. So, get the material for that unit and we are almost finishing unit 10 in a week how do you feel with the units, are we going very fast, is that the correct speed, or are we going very slowly? I don't know. You tell me. That's an evaluation for me

STS Slowly

T (repeats)

STS No

ST(?) Phrasal verbs

T Phrasal verbs? Are there phrasal verbs in this unit?

STS Yes

T Where?

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ST (Ortega) 107

T 107? Oh, yes. Let's do it. Just for... and this is part of the vocabulary. Ok? Let's do it. Do you say turn on or turn down the TV?

STS Turn on

T (Stands up and goes to the light switch) Do you turn on or turn down?

STS Turn on

T Ok? So, it's up to you. Hey. Turn down the ...

STS Volume

T Turn down the volume or turn off the TV. Don't worry. Everything will turn ...

STS out

T (repeats answer) . Johnny turned... at the very last minute

STS ???

T For example, who was the last person who entered this classroom?

STS Andrea

T (repeats answer). Ok, Andrea turned up in the last minute

STS Ahhh

T And the last one...

STS Turn down the music

T ok, thank you. Ahh, any suggestions for this group about the presentation, please? Say something. How was the activity? Teacher , direct to the point

STS (Nobody answers)

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IV. Transcript Observation 7- September 20, 2012

Teacher writes on the board session 12, September 20th, Unit 10, whose agenda is:

1. Warming: Discussion- preparation to read
2. Listening: Music! / Identifying speakers
3. Reading: Britain's teenagers/ Comprehension
4. Grammar and vocabulary quiz: 50 minutes (3:40)
5. Task: format selection for the writing project

Extra remark: In your notebook, please number from 1 to 8, go to exercise 1, page 112 and say T or F about Colombian teenagers. Be ready to support your answer (just 5 mins)

- T Ok, this is the agenda for today. Please, remind me that at 3:40 we start the quiz. When it's 3:40, stop and we start, ok?
- (pointing at the board) .This activity is a preparation to read. So, in your notebook please number from 1 to 8. Then, go to exercise 1, page 112 and say T or F about Colombian teenagers, OK? Say that's true, that's false and at the same time be ready to support your answer. So, you say true, you say false. Tell me why this is true or false, ok? Remember that's your opinion, but (elongating) you have to support your opinion
- STS (start approaching page 112, exercise 1)
- T (walks around the room to monitor if students are working). Ok, 5 mins. Let's... with the first statement. Those who say true, raise your hands, (repeats direction)
- STS 7 raised their hands
- T Aja.. those who said the statement is false, raise your hands.
- STS Nobody raises their hands
- T Nobody? What about the rest? Uhm. Those who raised their hands first, tell me why (reading the first question) most of them have got mobile phones. Teenagers have mobile phones

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ST1 (Jimenez) I think it's true because in this moment everybody has mobile phone. In the reading, in the part that says that more than 90% of 12 to 16 year olds have a mobile

T What about Colombia?

ST1 (Jimenez) Colombia?

T Colombian teenagers

ST1 (Jimenez) Here, teens, everybody have a mobile phone

T And the reason is that...

ST1 (Jimenez) Because it's necessary for communicate with another person

T Maybe to control teenagers. This is a cell phone to you and the next thing you know is "yes, dad, yes". Ok?

Number 2: none of them owns a video camera. True or False? True (raising his hand)

STS Nobody raises their hands

T False?

STS Almost everybody raises their hands

T 100%. Ok Who can support that?

ST2 (Carrillo) Cell phones have video camera and it's easy to them to.. (unclear voice)

T Ahh, the cell phone has a video camera. It's different from a single video camera (approaching the observer). That's an example, that's not a cell phone, but a video camera and they are talking about just a video camera. So?

ST1 (Jimenez) expensive

T They are expensive

ST1 (Jimenez) And the cell phone has the same camera

ST3 (jonathan) But they pay by credit card

T ahh, they pay by credit, but teenagers. They have credit cards?

ST3 (jonathan) Yes

ST1 (Jimenez) No

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- T We are talking about Colombian teenagers. Do they have the cash, the money to buy a video camera?
- STS No
- T maybe the cell phone, camera (using body language). Number 3: some of them can use a computer. (repeating this question 3 times)
.True!! (raising his hand)
- ST4 (Torregloza) False
- T No, I said true. What about you? (pointing to another student)
- ST4 (Torregloza) No, false
- T Ok, false. Ok, you say why it's false
- ST4 (Torregloza) Teacher, it depends. If they have a computer or if they can make use of the computer because sometimes computer is not shared in the house. For example: Can you imagine if I am for example the mayor brother of all brothers? My father, how can I say "consentiria mas a los chiquitos", "consentiria mas a los pequeños?"
- ST5(?) Humor
- ST4 (Torregloza) Parents humor. I am the mayor, they can tell me "hey, you study in a university. There are a lot of computers. You can make use of the computer in the university and not here in the house. In your house, your little brothers have to use make of the computer, not you "
- T Well, I think that what it states here is the opportunity of using the computer. Can they use a computer?
- STS (Some) yes
- ST6(Padilla) In the house
- T Now, imagine he is just a teen, 11- 12 years old and is using the computer. Ahh.. number 4: only a few wear designer clothes. True (raising his hand and repeats the statement)
- STS Only 2 raise their hands
- T False?
- STS 2 raise their hands
- T Ok, you two have said no, why? Kevin and Elmer. (rereading the statement)

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ST7 (Ortega) Because not all teenagers can buy their designer clothes

T They don't buy their own clothes. Designer clothes are expensive

ST8 (Rodriguez) (Unclear voice)

T Ok. The majority said true. Why? Come on, defend yourselves. True. Only a few wear designer clothes

ST9 (Cardenas) Teenagers don't have the power to pay. They can't afford POSTER or GUCCI. It's only a few, all those who have money

T So, first, because they don't have money and second, they don't know about fashion. Teenagers are just opening their minds to the world. It's because... you know about fashion CALVIN KLEIN, NIKE, but they don't know. They just know about what? What do they know? What is their fashion plan? What is in fashion for them right now, for teenagers? Imagine: you were teenagers a few years ago. Imagine, what is in fashion for teenagers right now?

Comedies or cartoons?

STS Cartoons

T Cartoons. What else, music. What is in fashion for them?

Ok, about music, number 6: the majority of them listen to hip-hop. Ok, it's not hip-hop here. The majority of them listen to (pointing at his students). The majority of them listen to...

STS Reggaeton

T Reggaeton. The majority of them listen to...

STS/T Champeta

T The majority of them listen to..

ST9(?) Carrilera

T Carrilera? (surprised). Ok, reggaeton and champeta

ST10(?) Salsa, si, un poquito

T The majority of them listen to

ST10(?) Crossover

T Crossover. What is crossover?

ST10(?) De todo un poco

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- T It's a mixture. It's not a kind of music
- ST10(?) Un poquito de reggaeton, un poquito de vallenato..
- T Ok, number 7 (the activity goes on like this until the end). Well, we go to two listening activities. The first one is MUSIC, five minutes. Ahh, what are the different kinds of music do you have in your books?
- STS/T (reading the options on page 112, ex. 2) Reggae, hip-hop, nu-metal...
- ST1 (Jimenez) What is country music and folk music?
- OBS Country and folk music. Folk music is the typical music in a specific area and country music is what we can call "musica llanera", in the case of Colombia. There, this could be "la musica de los vaqueros". Folk music could be porro...
- T (turning off the fans to reduce noise)
(After the track finishes) OK
- STS Again
- T Wait a second. Uh, uh. I'm going to play the file again and you tell me what kind of music that was. Ok, the first one. Ok, it's not working. What is number one for you?
- STS Jazz
- T Jazz. That's it. It was Jazz. Good. How did you know it's jazz?
- STS The saxophone
- T The saxo was.. (unclear voice). Ok, number 2. What was the music
- STS Techno
- T Are you used to that? What is techno music? Tech music? It's like a mixture. What kinds of sounds you hear in tech music?
- ST10(Navarro) Guitar
- T Guitar sound, like ...
- ST10(Navarro) Digital
- T Digital sounds !!! Not played by musical instruments, but digital. It's not exactly like the natural sound. It's different than that. Ok, number 3
- STS/T Reggae

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- T Why was reggae?
- STS (choral answer- unclear)
- T The melody and rhythm. It's the rhythm. You feel like dancing on the clouds. I know what you're thinking about (approaching a student and laughing) Ahh, four!!!
- STS Disco, hip- hop (they seem hesitant)
- T We're not sure about that. Ok, it's hip-hop. You have a new task. You have to bring to the class two samples of hip-hop music. Bring one or two in this USB memory and we can play it here. Five
- STS/T Rap
- T How did you know that it's rap?
- STS (Hesitating, nobody answers)
- T How did you find it? Rap
- ST11(Romero) Because it's a rapid song. There is a lot of rhythm and rhymes
- T Phrases, something...?
- ST11(Romero) Similar sounds and words
- T Ahh, you mean the rhythm and rhyme, rhyme. Good. Very fantastic. Six!!
- STS Classic
- T Why it's classical music? The piano? The piano is also salsa
- ST4 (Torregloza) Teacher, because of the cello
- T Ahh, the cello and the..
- (the activity continues like this. Sometimes, students don't have the answer or the clue to answer the kind of music they hear and classify. Therefore, the teacher encourages them over and over to participate orally, to provide support to their answers)
- Another remarkable feature is that students did not have any idea about the difference between pop and disco music.
- T Who was to the disco here? (raising his hand) Be serious, come on, tell me the truth. Nobody was to the disco here?
- ST1 (Jimenez) (raising his hand)

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- T Where did you go? When ? with friends? Dancing? Have you ever been to a disco? So? What's going on? Asking adolescents about dancing at the disco and they say (shaking head)
- STS (Laugh)
- T Never.. strange. Ok. So, we can.. 10 minutes. Now, what do you think is the reading about? Check the article. Please, check the text. We are already speaking about music. We are already speaking about music. We are already speaking about computers, clothes.. What do you think is the text about without reading? Check the title ALL ABOUT BRITAIN'S TEENAGERS. Say something. Tell me what is the text about. Please, don't read. Just check the title(s)
- ST12 (?) It's about teenagers' lifestyle
- T (repeats), but Colombian teenagers
- STS Britain's teenagers
- T Are they different from Colombian teenagers?
- STS Yes
- T Sure? So, they are teenagers. We have teenagers here.
- STS Different culture
- T They have different culture. So, they have different customs
- STS Yes
- T Ok, just mention one difference. just mention one difference
- STS Clothes
- T The clothes. Sure. What's the difference?
- STS Weather
- T Ahh, because of the weather. They wear..
- ST13 (Bustos) Jacket
- T Jacket. We wear...
- STS T- Shirts
- T Good, Ok. Let's stop here. We don't have much time. Let's move to the grammar and vocabulary quiz. Before that, please, in your books you have from unit 7, attention to this. Go to unit 7. Sorry, unit 8, you

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have the module for writing an essay. Attention to this, an essay, a module for writing an essay. On unit 9, you have a module for writing a review. And, finally, on unit 10, you have a module for writing a letter of complaint. I want you to take a decision and tell me which of these 3 modules you want to choose for writing. Let's decide. Check the 3 modules and decide, because we have to choose just one. Explain that next session and we are going to write. Ok? So, tell me. Don't take the decision now. Ok? Bring that decision next session

ST(?) About what?

T (Repeats instructions) Choose one of these modules. I want you to select just one module. Ok? This is in unit 8, this is in unit 9 and this is in unit 10. Check, go over the unit, analyze the examples and tell me "teacher, I think we can write this" I don't mind which one you choose. Ok? This is for the first partial, Ok? So, you have to write a short... (unclear voice).

Ok? Now, rows. Come on (arranging chairs for the grammar and vocabulary quiz)

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V. Transcript Observation 9, September 25th , 2012

The teacher writes on the board the following information about this day agenda

Session 14- Unit 10

1. *Vocabulary practice: Technology and Education*
2. *Reading: Revising vocabulary related to "computers" ex. 4, p. 115*
3. *Listening: practice VII: identifying text type*
4. *Selection of the film*
5. *Phrasal verb: TAKE*
6. *Task*

T Attendance is gonna be for the second parcial. Today I start checking your attendance. For the third parcial I finish checking your attendance and it's gonna appear on the web. Everytime you come, I mean, everytime you miss my class, remember that 2 hours mean 2 absence. Ok? So when you check after I upload my grades on the web, check the web and you see your attendance there, Ok? Obviously your gonna see just absence. You have no absence to my class, congratulations. This is a bonus for you for the final test. Ok?

Ahh, there are two activities. I mean two grades for this primer parcial: the last quiz that is after this unit 10 and the writing project. You finish the writing project, you take the grammar and vocabulary quiz and that's all. I give your final grade for the first partial. We are going to start the new book next week. I think it's next week. Those who haven't got their books, please (unclear voice). If not, please, bring the copies to class

ST1 (Torreglosa) Teacher, and the audio cds?

T You want the whole package, Torreglosa? Because the whole package is about 4 cds

ST1 (Torreglosa) 4 cds?

T Yes. I burnded some cds from that edition there at SORY, SORY. It's \$8.000: \$2.000 each cd as they were four. Ok? Well, what else? Ahh, the book, the grades, then writing project and we have selection of the film today. Have you reached a decision about the film or you think I should select the film for you? Uhm?. Remember that we have to watch that film this week so you can have the review about next

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session. No next session. In a week, I need your review. We can have for the first partial. So, if you won't select the film, my suggestion is I'm going to give you the name of the film, we're gonna watch that film. When is the next session, tomorrow?

- STS No, Thursday
- T You want to watch the movie on Thursday or Friday?
- STS Friday
- T On Friday, you want me to choose that film? (repeating)
- ST2(?) We choose the film?
- T Yes, that's the activity
- STS *discuss about audio and class issues*
- T How can we get this classroom?
- ST1 (Torreglosa) *Explains that the classroom is occupied by the Music students, but on this Friday is going to be free.*
- T So, we need speakers and DVD. I can get the DVD. The only question is the film
- STS- T *Discussing about the film options, choices*
- T I think for a review you just watch the film no matter.. Although, in my case, you have to, I don't know how to say this, to watch my preferences. What are my preferences? But don't worry, it's a good film for you. My suggestion is just reading your notes, take notes and you make your review and I collect your papers on Tuesday, ok? By the way, who brings the popcorn and the cokes?
- STS *laugh*
- T No film is good without popcorn. Two hours watching films. Ok, that's just a suggestion. Ok, Friday at what time?
- STS 2:30 pm
- T 2:30? Is this room dark?
- STS-T *discuss possible locations if the room is not dark enough. The possible room is P1 or P2, postgraduate classrooms.*
- T Ok, vocabulary practice.

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Draws a chart on the board with 3 columns having the following titles: objects – subject-use in Education.

Ok, today as we are talking about some technology, such as the video beam, camera and others, we are gonna talk about object that are used in Education. You got a list of objects on page 114. There's a list of objects. You have to tell me if you've ever had any experience with that object and in which area and what was the use that the teacher for you gave that object. Let's see for example: an object that is very used in Math, what is it?

STS the calculator

T The calculator, and what is the use you give to a calculator in Math? (*writing on the board*)

STS Calculate

T To calculate. Only that, any other use? (*writing on the board*)

ST1(Torreglosa) Make operations

T Make operations?

ST1 (Torreglosa) Operations

T Ahh, you said math operations. It's the same as calculate. Any other use? The question here is if you have a very simple calculator, obviously the only thing this object serves is to... (*waiting for students to complete*) calculate. You have a very advanced calculator, you do what with whatever advanced calculator?

STS Machete

T Well, that's Education, why not? I admire those students who have the ability to, do I say copy?

STS Cheat

T Cheat on examinations or works because they know what the information is and what is the exact information. Where the information is and what is the exact information. You see' Because if you are cheating, let's see, as in this case (*pointing at the board's calculator example*), what happens if one of those classmates wants to watch, to copy (*mimicking somebody attempting to copy form the classmate*)? There are two different answers. Ok, in that case, you

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have to decide: this is good answer or this is... I don't know. So, it's your own decision.

Any other objects? Ok, choose an object from the list, tell me the subject it's related and the use in Education. Come on. Even you can use an object that is not on the list. Come on

STS Microscope (*discussing*)

T what is the subject related to microscope?

STS Biology, Chemistry

STS *Go to the board and write names of objects, subjects and uses of Education*

T What is the use of a microscope?

STS To examine small things

T *repeats*. Any other...? Any other use?

ST3 (Ms. Rodriguez) To examine processes

T *writes it on the board*. Another object from the list.

ST4 (Romero) *goes to the board*

T he is going to write the object. You are going to write the area and the use in Education. Slide projector (*reading what Mr Romero wrote on the board. The same student also wrote its subject: History*). Any other subject?

ST4 (Romero) Maybe Geography

ST5(?) *writes its use: presentations*

T Ahh, you see? Cooperation. Only for presentations? Watch documentaries (*reading the board*). Any other use for that? Slide projector, any other use for that? What's the difference between slide projector and overhead projector?

STS The size

ST6 (Jimenez) *writes on the board portable stereo*

T Portable stereo, a use for that?

ST7(?) *writes the subjects music and art*

ST6 (Jimenez) *writes the use listen to music*

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- T Music and art only? What about languages? Listen to music only?
- STS listen to dialogues
- T *repeats*. A portable stereo only for listen to music and dialogues?
- STS dancing
- T Ahh, dancing. Good. what subject is related to dancing?
- STS Arts
- T Arts. Good. Any other object?
- STS-T *The activity continues until the list of objects and new ones included by the students is over*
- T Listen. Now, let's do something : differences between one object and the other. Let's see for example: I know that the calculator is obvious, but let's see a slide projector and an overhead projector. Two different objects. Why are they different?
- ST7(?) The size, the price the computer
- T the computer?
- ST7(?) For the slide projector you need a computer
- T Not exactly
- STS Yes
- T We're talking about the presentation program. That is different. You know what a slide projector is? A slide projector. Who can describe a slide projector?
- ST8(?) It's a video beam!
- T No. That's different. Slide projector is an object like this (*starts drawing on the board*)
- OBS A wheel
- T Like a wheel and then you insert in every stage here a small slide and there is a light here and every slide is falling into a camera, into a space and it's reflected on the screen. So, this is a slide projector. Maybe, I don't know, I'm not sure, when you were at high school there was a in Chemistry or Biology, there was a set of slides about a

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process and the teacher had this package of slides and put them inside the slide projector and was explaining, was passing all the slides and was talking about the process. The package was a small package with a lot of slides about any process or any aspect. In some cases, slides are also used for History presentations. Have you ever seen a slide projector ?

STS *Doubting silence- rumors*

T Nobody? Nobody here?!

ST9(?) In movies

T In movies. Ok. With the person explaining something simultaneously. An overhead projector! An overhead projector

ST 9 (Bustos) To show physical things

T *repeats* . Such as?

ST9(Bustos) *unclear voice due to background noise*

T Small plastic picture form

ST10 (?) Un retroproyector.

T An overhead projector, let me explain, it's like a.

ST11(?) It's similar to that (pointing at the video beam on the classroom roof)

T well, it's similar to it (pointing at the same direction/location). There's a video beam there, but the light is projected to like a mirror and the mirror reflects to the screen. In this case, the overhead projector has got here (*drawing*) like a small box and in that box there is a light and there is here a screen where you put a document, some cases a document, it is reflected in a mirror like this and sends the image to the screen. Why was the overhead projector very important? Because at that time our own presentations you can't exist. So...

ST12(Sanchez) It is possible because I've seen teachers using this at the university. Some teachers, they use it

T One if the characteristics of the overhead projector is you can put a document immediately here and it's reflected in the screen.

Somebody asked why do we use portable stereos? Just for listening to music?

ST13(Ms. Camargo) Listening to the radio

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- T The radio? Maybe listening to some noise. Do you remember in one of my classes we listened to some noise before the music? Remember that? Well, when you start listening practice, the first listening you do is listening to noises because you have to identify places as in this case. We have a listening practice we have to identify text type. After finishing that listening practice, I'm going to ask you how you dealt. In my first listening practice I asked "don't write anything", do you remember that? Just listen and familiarize with the..
- STS Sound
- T Sound. Good. Any others? Ah, did you use portable stereos when you were at high school?
- STS Yes
- T Yes. who used that portable stereo? Tell me who used it when you were in high school
- ST14(Ortega) The English teacher in order to show us some (*unclear voice*)
- T Good. Any other used a portable stereo when you were at school?
- ST1 (Torreglosa) The Music teacher
- T Any other use of the portable stereo? Uses of the portable stereo?
- ST15 (Carrillo) The Spanish teacher
- T The Spanish teacher?! No the English teacher.
- ST15 (Carrillo) To listen something about literature
- T *repeats*. Maybe a person telling a joke or a person, saying something about what?
- ST15 (Carrillo) I don't remember it was like.. (*using body language to mimic declamar*)
- T Ahh, you said a poem? Good, saying a poem.
- ST15 (Carrillo) I remember. It was we record a radio program and we brought the cds with the audio to the school, we listened in the room each program and each group.

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- T Uh, good. Do you remember any other part different from the ones on the board that you used at school? Steel, bolts, clothes. I don't know. Any other...
- ST 4(Romero) Compass. When we draw, we used a lot of these: compass, rules, pencils, transportador ?
- OBS Protractor
- T Sorry?
- OBS Transportador, protractor. P-R-O-T-R-A-C-T-O-R
- T Somebody used protractor?
- STS Square
- OBS Actually, it's rulers. I mean, in English they don't use "escuadra" that is the specific shape, I don't know, like pyramid, rectangular pyramid? I mean, that's the shape, that doesn't exist the word "escuadra".
- T "Escuadra" is the name to a tool used in, I don't know, construction?
- OBS Ah, you mean level
- T So, that's different. Good. Now, go back again to page 114. This time, I want you to match the words and see what the objects are. Match first the words, use lines or numbers and tell me what is that object. Let's see for example: what is personal...? What can be a personal what?
- STS Organizer
- T *repeats*. OK. A personal organizer. Ah, the video...
- STS Recorder
- T Video recorder. Good. A fax...
- STS Machine
- T *repeats* . And...
- STS Walkie talkie
- T *Repeats*. Did you have one of those when you were a child?
- STS Yes
- T Sure! What did you use it for? Ok, Mom is coming

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- STS *Laughs*
- T Ok, the personal organizer. What is it? What is a personal organizer
- ST16(?) It's an electronic agenda
- T *Repeats.* I'm not sure if agenda can be used in that because my agenda is like a list of something, but the agenda in your case is a book. Now, it's not the same. A personal organizer is what? An electronic...
- STS Book
- T *Repeats.* Personal organizer, you see?
- STS Yes
- T *Repeats.* Agenda is just a list of activities. Ok? That's different agenda and electronic book. Ok, let's see. A fax machine, what is a fax machine? Fax machine?
- ST9 (Bustos) A machine that sends..
- T A machine that sends..
- STS Faxes
- T And what is a fax?
- STS Letters, information
- ST9(Bustos) Information
- T It's digital information or information on a paper?
- STS Digital information
- T *moving his hands meaning not completely accurate.* Ok, tell me. You are the new generation
- STS We haven't used a ... we use e-mails
- T Ah, you use e-mails. Good answer. Another question is what is an e-mail. Let's go back to what is a fax? A file that is digital information
- ST17(Cardenas) I think ,I have heard that a fax is a document paper that goes into a machine, becomes digital and goes to another machine and the machine printed and all the information in that machine is printed out in paper again. That's a copy

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ST3 (Ms. Rodriguez) But you send to other place that information. You send it to another place and that's all

T The thing of using a fax machine you have first to copy the information. It's not the original document you send to another place and this has some legal implications. You know that for example when the President was sending a decree? A decreto? (*looking at the observer*)

OBS Ah?

T A decreto?

OBS Decree

T He signed it. It was in another country. He signed it and sent it by fax. Some people said that was illegal because it was not the original document. So, he signed the document, the original was over there and the copy was here in Colombia. People said "hey, that's illegal". The same happens with Internet. Some people don't accept documents from Internet because they are not original, Ok? What is a walkie talkie?

ST1 (Torreglosa) It's like a game for kids.

ST18 (Guzman) It's a way to communicate.

T I am going to give you a suggestion: when giving a definition, first, you say what the object or person is. It's a... apparatus, or gadget, device, you see? And then, the function. It's a machine used to .. talk in the long distance. (*this last part students and teacher work together to get this definition*)

Ok. The second part of the exercise, CD..

STS player

T Remote...

STS Control

T Answering...

STS Machine

The activity goes on like this until it is finished.

T let's start with the CD player. Definition for the CD player.

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ST19 (Mr. Rodriguez) It's a machine, we put the CD into this machine and we play the music

T Ah, remote control. What is a remote control ?

ST13 (Camargo) It's a device to control like TV, DVD..

T It's a device used to control other devices..

The activity goes on like this until it is finished

T Ok. The final part for vocabulary is following. Now, what you know about computers, vocabulary related to computers. Can I erase the board?

STS Yes

T Ok. We are going to draw a computer on the board and you are going to write the parts of that computer. Let's start. Draw a part of a computer. Just a part

ST9(Bustos) The easy part. What part is it?

STS The keyboard

ST19 (mr. Rodriguez) *Draws a mouse*

ST20(Navarro) *Draws a monitor*

T I'm sorry, but you have to write that inside (*referring to the word screen*)

STS Monitor

T Because all part is the monitor and inside, yes (*referring to the screen*).

ST21(?) *Attempts to flee the scene since Navarro "stole" her drawing idea*

T Come on. The other part of the computer. See the monitor, the mouse, uh, uh..

ST3 (Ms.Rodriguez) CPU

ST21(?) *attempting to draw this CPU*

T How many objects or devices can a computer have? A lot. What is it? (*Looking at ST 21's drawing*)

ST3 (ms. Rodriguez) *Draws a speaker*

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ST21(?) *Draws something that looks like a printer*

The activity continues like this until students finish drawing several computer components and writing their names: webcam, headset, cd rom drive, etc

T Ok. Two more activities. The first one is, two of them are reading. The first reading is very easy. Go to page 115. There is a text. There are two questions and two answers. What type of text is it? And number 2: where can you find it? Check the text, check the text. What kind of text is it and where can you find it ? Uh, uh? Ok. What kind of text is it?

STS Information text, technical

ST22 (?) Classified..

T Very good, it's a classified ad. It's an advertisement. It's an advertisement. It's a classified ad. Where you can find it?

STs In a newspaper

ST1(Torreglosa) In a magazine

T In a computer magazine? Maybe. In a newspaper also. Which section?

STS Ads

T Classified ads. Now, read for specific information , answer the questions from 1 to 4. Come on. The text is very short. You seem to know the vocabulary related to PC. I want to know if you can read the information related to technology. Very easy. That's good.

First question, what is the writer's purpose?

STS Sell the computer

T Are you sure?

STS Yes.

T Let's see who is the author of this ad. The author of this ad is the person who sells the computer? Who is the author of this ad?

ST12(Sanchez) The person who sells the computer.

T The person who sells the computer?

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ST12(sanchez) (*saying key words in the ad*) : As new, excellent condition and the price. I guess he is selling the computer.

T Ok. I want to sell a computer, but I'm writing the text is not the same objective. Check .. one of you said it's an information text, a descriptive text. So, it's not the same objective. So, I think it's not the same purpose. If I want to sell something, when I write the text not only I mention the object, but to do something, what?

ST14 (Ortega) Specify

T Specify what?

ST14 (Ortega) what to do

T So you give....

ST14 (Ortega) Information

T Information, about what?

STS About the product

T About the product, you see what's the difference? So, my objective is to sell that product, but for that reason, I need to write a text, but that text should be... descriptive. So, I have to give some information about that product. So, the person says I'm going to buy it or not. My intention is to sell the product, but I don't say "I want to sell this PC, please buy it " You see the difference?

STS Yes

T Ok. Let's move on to the second question. What is for sale

STS A desktop PC. What is a PC?

T A desktop PC. What is a PC?

STS Personal computer

T *Repeats.* How much does it cost?

STS 599

T 599 what?

STS Euros

T *Repeats.* What is included?

STS The processor (*reading the literal information from the text*)

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- T Obvious. How can I sell a computer without selling the processor?
What is included means those items (*pointing at the drawings*) are not part of the computer, basic parts of the computer. So, the...
- STS-T Modem, mouse, keyboard, monitor and software.
- T How can the person be contacted?
- STS By phone
- T By phone and finally, what do MB, GB, and kpbs stand for? First, MB.
What is MB?
- STS Megabytes
- T *Repeat.* GB?
- STS Gygabytes
- T And kpbs?
- STS Kilobytes per second
- T *repeats.* What is that?
- STS *Mumbling*
- T That's too slow. Ok, the second and last activity. Now, it's time to move to exercise 7. Ok? The same questions. This time you are going to fill in the gaps. It's about technology also. This time try to find the information that needs to complete the exercise
- OBS 6 or 7?
- STS 7
- T What kind of text is this?
- STS *Mumbling- checking the text*
- T A set of instructions?
- STS Yes
- T Yes? a set of instrucionts? What verb for is used for this text? What verb form is used for this type of text?
- STS Present, ...
- T Infinitive?
- STS No, present

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ST6 (Jimenez) Imperative

T Imperative. It's used imperative for this type of text. Ah, who wants to read this? Who wants? Come on.

STS *hesitating*

T Shy? Come on

ST6(Jimenez) *Reads exercise 7 with answers*

T Is that correct? How can we check? Let's listen to check. Before listening to this exercise, let's listen the previous text, the one about the computer . I want you to check the pronunciation. (*playing the audio for exercise 5B on page 115*)

(*Now, he is playing audio belonging to exercise 7 on the same page*)

Ok? Everything is OK?

STS Yes

T Finally, who can read or translate those messages for me, please? The first one? Ok, what does it say?

ST23(?) What's up? Are you ok? Why are you at school? See you later

T Why are you at school?

STS Why aren't you at school!!

T Ah, why aren't you at school? See you later. What about B? B, come on. Ok, B

ST14- STS-T(?) Thanks very much for your text. I want you to see you tomorrow too. Talk to you later

T C

ST24(?) Do you want to go to cinema later or go for coffee?

T Wow. What about the last one?

ST25(?) Please, tell boss I'm going to be late for today's meeting

T Ok, you're good at that . That's all for today. Listen, we have some tasks. Ah, phrasal verbs TAKE. Don't forget to buy or to get the new book because we're finishing this unit this week and after that we start the new book

ST14(Ortega) What is the level of this book?

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T	B1+
ST14 (Ortega)	B1+. Thank you
T	B1+. And don't forget the Friday we have the movie

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VI. Transcript Teacher's Interview

TEACHER: JHONNY LLINAS

FOREIGN LANGUAGE 4th SEMESTER

SUBJECT: TALLER DE LENGUA Y CULTURA ANGLOSAJONA NIVEL
PLATAFORMA B

OCTOBER 11, 2012

Question 1

Int: On August 28th, according to your agenda, you were going to teach or train students in skimming and scanning strategies, right?

Did you do that? How did you do it? QUESTION 1

Mr. Llinas: Yes, I did. Of course, this was the first step to introduce them into specific set of strategies attempting to improve their reading comprehension. So, I started with skimming that is the first strategy to learn and you know what it consists of.. I explain that strategy and then scanning and then I am taking some exercises for studying that. I think you videotaped that part and these are strategies they need to practice. So, that class was only for teaching them how to do it and the other sessions just give them the text and I ask some questions and they need to use it. The idea is that they, in that class, was they had the explanation about that strategy and then all the class, all the session they should put into practice that and both related to their process of reading comprehension

Question 2

Int: What difficulties did you find when it comes to this, in that moment?- QUESTION 2

Mr. Llinas: Some of them, I think the majority of them had no idea about those strategies. They were just reading just as another genre/type of text. So, in this case I noticed the paid attention more to the context, more to clues related to text before reading. I remember that I told them not to read the text... just

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look it over... aside the text and not to read it. Then I asked them some questions and they answered them correctly

Int: And the questions were related to the reading article?

Mr. Llinas: Yes, they were related to the reading article

Question 3

Int: Did you explicitly explain what skimming is, what scanning is? Or you just did exercises? QUESTION 3

Mr. Llinas: I remember that there was part of an explanation and part of exercises. First, I told them the idea of... if I'm not sure... the idea of a scanner. They asked about the word scanning and I told them to compare that word with the word scanner: the machine they use in a hospital and they look for specific information and that the definition I gave it to them and also with skimming 'cause I told them just to read titles, paragraphs. They pay attention to the pictures and they understood what it is... like the general idea

Question 4

Int: You told me that they had difficulties related to they didn't have any idea what they were, what these two strategies were.

How did you solve such difficulty?

Mr. Llinas: Well, the thing was that to improve reading comprehension, I need to improve their velocity and some of them answered... at the end of the activity some of them answered the questions faster than the first moment because they just put into practice the strategies and they noticed they had more comprehension than previously with those ahh... the process of just reading the text. They were not paying attention to anything... just the text

Question 5

Int: As far as I can see, I've noticed that every class you write an agenda and you follow it to the letter... mostly unless some situations happen, for example: today (*rally classroom by classroom*).

What is the objective of such agenda?

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Mr. Llinas: You know that my class lasts 2 hours and we have classes with 3 hours and I need to give them.. I could say a very motivating class. So, I need to give them a variety of aspects or things to do instead of giving them one or two activities. So, I try to use this... with this activity we are going to improve our skill of this.. and with this activity I'm planning you to do this. So, I give them like I set of different activities to do today. And this is also like a schedule to control my time. So, when I see that something happens as you said, I say "*ok, this activity was postponed, I can't do this activity because there is not time*" or if I have to give them a quiz as in one section, I need to give them this activity, but not this one.

My agenda is just for controlling time, and motivation and also because it is like a poster in which those students enter the class a few moments later or they have arrived an hour after we started the class, they can check the agenda and say "*ahh, this is what I have lost*". It saves time and it also saves questions

Question 6

Int: Have you explained the structure of every text you have worked with?.. for example: this is a description. So, how a description begins, develops or ends; what information you can find in description, what information you can find in a narrative, how the narrative is structured..

Mr. Llinas: No, I haven't because I'm following like a.. well, I'm following the series and the book I use has a sequence of texts and every model, I teach every pattern. And if I say" well, I'm going to teach you all these kinds of texts with examples; I thinks it sounds boring for them. So, every new text brings a new structure, a new strategy and also what the type of text is

You notice when I start asking about comprehension my first question is *what type of text is this?*... And we follow that

Question 7

Int: In your opinion, do you think that all the activities in the text, some of them, most of them; none is or are associated, linked with the reading articles?

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Mr. Llinas: I think most of them because if you have noticed the text, they have in four units they have read, I would say 6 or 7 texts: a cartoon, a dialogue, an article. I don't remember exactly, but they have read different types of texts. And that's good because it allows me to give them a variety of texts and they associate those texts and they start to discuss. So, the speaking sessions they refer it always to the text either this is oral or writing.

Question 8

Int: What strategies do you favor the most and why?

Mr. Llinas: Favor.. I, like motivation, so I don't like to stick to a specific strategies. I like variety, but thinking about which strategies foster reading comprehension... I would skimming

Int: 8A Why?

Mr. Llinas: Well... because there are some students that have a low level of vocabulary, some students which maybe don't have cultural... background knowledge referring to the topic.. and just giving them a help with the context, giving them a help with those clues around the text, they may approach to the meaning. So, it's like an obstacle that vocabulary, there's an obstacle with the cultural background, they might find very helpful those clues around the text, such as: the pictures, the title, the words they know, the cognates. I foster skimming

Int: 8B Any other strategy that you foster or favor besides skimming?

Mr. Llinas: Well... I haven't tried, but I would like to investigate the use of mind mapping.

Why mind mapping? Because this is a very complex process and if a student can design a mind mapping referring to the text, that would be the indicator that he understands the text

Question 9

Int: Have you tried graphic organizers?

Mr. Llinas: No, I haven't.

Int: Well, graphic organizers is like a first step to mind mapping

Mr. Llinas: (nods)

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Question 10

Int: In the other sections when you wrote your agenda, I didn't see any other specific strategies on the board. The first section you wrote *skimming and scanning*, but the coming/next ones you didn't write any strategies on the board. You just wrote *reading*, the name of the article, the page number and that's it.

Why?

Mr. Llinas: That's a good question. I did not because I want them to concentrate specific steps in the process of reading and... what I wanted the first time was that they knew that there were some strategies referring with how to read with good comprehension.

Following sessions were directed to the process of reading or they are directed to the process of reading and maybe I haven't announced what strategies they are going to use, but I have been using all these strategies, such as, let's see for example: this is a dialogue. It's a different type of text. So, you can read it like this. We are going to read this in a different way... explaining the type of text and what they are going to find in that text. So... but I'm planning to with the third and four strategies, in the following sessions, I'm planning to give them another strategy.

The idea was like "let's move to different types of texts and let's see what we found. Remember when you mentioned something about different types of text. So, different types of text have a different explanation.

Int: Layout or structure

Mr. Llinas: That's it

Question 11

Int: You told me the strategies you favored the most. Could you tell me the strategies you favor the least?

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Mr. Llinas: It's hard to say because I see that every text is like a different way to approach. So, you can say that I'm not to use this because with a different text you have to use a different type of strategies. You see what I mean?. The ones I favor the least... I would say reading aloud, translation

Int: Why?

Mr. Llinas: I think their interest may be affected because if I asked them to read aloud, they would concentrate on how they pronounce it, but not in comprehension and with refer to translation, they would get accustomed to give me the idea in their native language and not by using English that is what you expect them to do, you see?

Int: Thanks, Jhonny.

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VII. Transcript Interview Students September 21,2012

Student 1 (Stephania Padilla)

Student 2 (Elmer Rodriguez)

Student 3 (Kevin Ortega)

Int: ¿ como hicistes para encontrar estas respuestas de FALSO Y VERDADERO?¿ qué hiciste para encontrar esas respuestas en el momento en que hiciste este examen? PREGUNTA 1

St 1: Primero leo la pregunta de lo que me están pidiendo que yo responda. Depende de la pregunta, busco donde esta la posible respuesta y de esta manera coloco lo que yo considero si es falso o verdadero, según el texto. No siempre me va bien porque muchas veces no leo todo el texto para cortar el tiempo y entregar el examen más rápido. No siempre lo leo todo porque como sabe ... porque como no hay concordancia entre todo el texto, no es lo mismo leerlo completo a leer pedacitos donde de pronto uno cree que ahí esta la respuesta. Es por eso que no me fue tan bien, pero ya sé que mejor lo leo todo.

Int: ¿ A qué te refiere con “depende el tipo de pregunta”?- PREGUNTA 1A

St 1:Depende el tipo de pregunta, porque a veces preguntan por ano, a veces preguntan por época, a veces preguntan por opiniones personales. Entonces ahí uno va viendo que tipo de respuesta uno tiene que dar. Bueno, en este caso como es preguntas de falso y verdadero, es eh.. teniendo... como decirlo? Depende de lo que diga el texto , uno va a la pregunta y dice” bueno, esto puede ser falso o esto puede ser verdadero. Hay que tener bien en cuenta que es lo que dice la pregunta para no equivocarse porque a veces hay como unas trampitas así los cuales puede hacer a uno equivocarse

Int: Analizando los textos que han trabajado uds, analizando las actividades de lectura que han hecho con el profesor, hemos analizado mi tutor y yo, que más que todo trabajan preguntas y respuestas a nivel de lectura casi que literal, muy poca inferencia, ¿Si o no? De hecho, en esas preguntas de falso y verdadero en este examen de pronto aparece una palabra diferente, pero no que la información haya sido trastocada completamente. De pronto aparecen, en vez de decir “Simon Bolivar nació el 30 de agosto” aparece “nació el 30 de julio”, el articulo dice “agosto” ah, es falso. Entonces, la pregunta es: ¿ es común en todas las lecturas que uds han hecho e el momento, llámese este examen o los anteriores, por ejemplo pagina 102, 107, etc, es común este tipo de preguntas?- PREGUNTA 2

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St 1: de falso y verdadero?

Int: no de falso y verdadero, sino mas que todo que la respuesta es literal, se puede conseguir literal en el texto

St1: Si

Int: la mayoría

St1: Si, es fácil encontrar una respuesta. Aunque, en mi caso, yo muchas veces me detengo y no comprendo del todo bien, porque no tengo todo el vocabulario que requeriría para entender todo el texto completo. Entonces, eso me detiene y de pronto un vocabulario o un grupo de palabras que yo no me sepa me hace cometer errores

Int : una de las dificultades que acaba de mencionar es vocabulario, ¿ que hace para superar esa dificultad en el momento, usa diccionario, traduce...?-
PREGUNTA 3

St1: yo relaciono, depende el sentido que tenga todo el texto, yo digo "bueno.. puede ser esto, puede ser lo otro" cuando estoy haciendo el examen entonces lo que hago es que saco un papelito en blanco y entonces pongo por ejemplo una palabra que no me sepa. Supongamos que la palabra sea "however", entonces yo la coloco en un papelito en blanco "however" y le coloco signo de interrogación y entonces cuando llego a mi casa las busco todas y me las aprendo ya que no puedo sacar el diccionario porque en el momento estoy haciendo un examen, cuando estoy haciendo un ejercicio si lo hago.

Int: En este caso, relaciona la palabra con otra dependiendo del sentido de la lectura, la anota en una hoja, me dice ud., se la lleva a su casa, allá busca el significado y la trata de recordar, memorizar, aprender, ¿eso es?. alguna otra estrategia para superar dificultades de lectura? ¿que otra dificultad ha tenido y que otra estrategia ha usado para superarla?- PREGUNTA 3A

St1: Dejeme pensarla

Int esta pregunta es algo diferente a las anteriores, ¿cuál cree usted que fue la intención del autor al escribir este texto?- PREGUNTA 4

St 1: bueno, de lo que puedo recordar, una lectura acerca de una parte de la historia, pero centrada en el deporte, los Juegos Olímpicos, habla sobre estadios, los primeros estadios que fueron hechos usados para llevar a cabo los Juegos Olímpicos, etc. La intención del autor creo que es ayudarnos o para las personas como yo que tenemos falencias en ese tema, porque sinceramente yo de fútbol y

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juegos como que poco... es obviamente, ayudarnos a entender mas sobre el tema, culturizarnos, este tipo de cosas

Int: en este caso, habría otra dificultad que sería el no tener conocimiento previo sobre el tema. Acaba de decir ahora mismo que no es fanática del futbol-
PREGUNTA 5

St2: Claro, ni en español ni en inglés. Esa es la dificultad que tuve

Int: entonces, ¿Cómo haría ante esta segunda dificultad? .No soy fanática del futbol, no soy fanática, pero me colocaron un tema sobre deportes, ¿Qué hago?-
PREGUNTA 6

St1: ¿qué hago? Aunque uno no tenga mucho conocimiento sobre el tema, uno siempre tiene algo de conocimiento sobre ese tema. De la misma forma, relaciono, como ya lo había dicho, trato de contextualizar, si la palabra no la entiendo, si no entiendo una frase, trato de buscar algo que me de una pista y que no me haga perder el sentido de todo el texto completo.

Int: pasamos a Rodriguez. La misma pregunta, ¿Cómo hizo para encontrar esas respuestas? PREGUNTA 1

St2: Lo primero que hice fue leer cuales fueron las oraciones que me daban para contestar si eran falsas o verdaderas . Luego que hice eso, leí todo el texto, pero mientras lo leía trataba de acordarme de las oraciones que había leído antes para situar en diferentes partes del texto donde podían estar las respuestas. Luego si ya iba relacionando cada oración buscándola dentro del texto y respondía ya si era falsa o verdadera –

Int: este tipo de preguntas, cambia una palabra y listo, ¿ es muy común en esta clase?. Las unidades antes a las que observé, unidad 9. ¿este tipo de preguntas es mas común, que apuntan mas a un nivel de lectura más literal que inferencial, mas que ponerlo a uno a pensar? PREGUNTA 2

St2: la verdad es que las actividades de lectura que hemos hecho durante las clases tienen todas las respuestas dentro del texto. No hay nada que uno deba inferir o pensar o proponer. Simplemente son cosas que ya están dentro del texto-

Int: ¿ por qué contestó así? Primero leyó las oraciones (las preguntas), luego leyó todo el texto y a la vez o simultáneamente iba asociando lo que estaba leyendo con cada una de las oraciones que había leído antes, ¿ por qué hizo eso?
PREGUNTA 3

St2: Porque pienso que es la mejor forma para responder correctamente una pregunta. Porque primero se debe leer todo para luego si puntualizar en diferentes

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cosas. Porque ya lo había aprendido antes en diferentes semestres con otros profesores que me recomendaron que hiciera eso antes de responder.

St1: lo cual es correcto porque yo hice lo contrario y me fue mal. Entonces yo creo que leí puntos y de eso fue lo que conteste. En cambio él leyó todo completo y luego respondió. O sea, a mi me fue mal y a él le fue bien.

Int: en pocas palabras, ud. fraccionó el texto mientras que él iba leyendo ,medio asociando, en cierta medida, respondiendo y me imagino que al final confirmar. Usted iba fraccionando el texto tratando de recordar o enseguida hallar la respuesta a la pregunta 1,2,3. Serian 10 preguntas, 10 paradas, 10 pausas, 10 fragmentos y tratando de asociarlo con lo que ya había leído.

Int: ud dijo que había fraccionado el texto y trato de ubicar parte por parte, pregunta por pregunta a fin de encontrar la respuesta. ¿Por qué hizo esto?-
PREGUNTA 3A

St3: Yo creo que en el examen apliqué esa estrategia parecido al listening. Yo primero leí el texto como para contextualizarme un poco de que es lo que trataba, ah... trata de los Juegos Olimpicos. Bueno, leí el texto completo, lei una de las preguntas y le conecte con cada uno de los párrafos. Entonces, por ejemplo, comencé "no, las preguntas de la 1 a la 3 pueden estar en el primer párrafo. Segundo párrafo las otras dos preguntas y así sucesivamente". Entonces como que primero, esa es la estrategia que yo uso, contextualizo un poco, luego dividir las fracciones de texto que van con respecto a las preguntas y ahí si respondo. Luego cuando termino de responder vuelvo a leer el párrafo y voy comparando.

Int: Lo que acaban de responder crea otra pregunta, las respuestas que están ahí de Falso y Verdadero, ¿estaban ahí en orden?¿ o tuvieron que brincar para encontrar la respuesta?PREGUNTA 3B

St2-3: todas estaban en orden

Int: es decir, 10 preguntas, 10 parrafos, o si había 5 parrafos, 2 respuestas se podían hallar por párrafo. No había que brincar párrafos, ¿asi es?

Int: Que dificultades tuvo al momento de contestar? PREGUNTA 4

St2: Bueno, algunas palabras que no conocía, pero trataba de encontrarle un sentido dentro de la oración para no quedarme ahí varado en cierta manera y no responder las preguntas, pero solamente fue eso

Int: Cuando alguna palabra es desconocida, ¿se detuvo mucho, palabra por palabra, para poder identificar ese sentido?- PREGUNTA 4A

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St2: solamente la mire, traté de darle un vistazo por toda la oración y encontré un significado probable y ese fue el que cogí para entender la oración.

Int: a ud le paso lo mismo, se detuvo mucho tiempo tratando de buscar ese significado de la palabra que no lograba reconocer, o podía seguir?

St1: No, yo podía seguir.... No es necesario entender palabra por palabra. Es cuestión de entender que quieren hablar, de que se trata, para eso necesita saber uno vocabulario . Sería muy difícil conocer todas las palabras de un texto, tampoco es conveniente entregarle lecturas donde estén solo las palabras que han trabajado

Int: la pregunta emergente que contestó usted (Rodriguez), faltan uds dos por contestar es: Int: por qué contestó así?- PREGUNTA 3 –PADILLA AND ORTEGA

St1: Cómo así?

Int: Él (Rodriguez) dijo: yo vi primero vi las preguntas. Luego, leí el texto e iba asociando las preguntas. Usted reafirma lo que él dice hasta el momento

St2: Porque pienso que es la mejor forma para responder correctamente una pregunta. Porque primero se debe leer todo para luego si puntualizar en diferentes cosas. Porque ya lo había aprendido antes en diferentes semestres con otros profesores que me recomendaron que hiciera eso antes de responder.

St1: lo cual es correcto porque yo hice lo contrario y me fue mal. Entonces yo creo que leí puntos y de eso fue lo que conteste. En cambio él leyó todo completo y luego respondió. O sea, a mi me fue mal y a él le fue bien.

Int :Entonces, si sabía de pronta podría fallar eso, que ahora lo reconoce. ¿Por qué respondió de esa manera? Por qué uso la estrategia de fraccionar el texto y tratar de ubicar parte por parte pregunta por pregunta, respuesta por respuesta?

St1: de hecho, en realidad no tenía mucho tiempo, me tenía que ir. Entonces, lo hice lo más rápido posible y esa era la manera aunque sabía que no me iba a ir muy bien porque de todas formas no es lo correcto. Lo correcto es familiarizarse un poco con el texto y hacer... a las preguntas, pero, bueno, yo no tenía tiempo ese día, yo contesté de rapidez como yo de pronto pensé que iba a ser. Es que todas formas en cada pregunta hay una opción de equivocarse, ¿cierto? , o

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puedes equivocarte o no te equivocas. Entonces, de pronto con suerte puede responder bien, pero no conté con esa suerte.

Int: en este caso de Falso y verdadero tiene esa opción.

St1: Exacto. En cambio, si es una pregunta como lo dijo Elmer que le enseña a uno a que piense, que deduzca, que proponga, entonces ahí uno no puede hacer eso corriendo. Hay que detenerse a pensar, a mirar, en cambio aquí uno dice "puede que si, puede que no"

Int: ¿cuál fue la intención del autor al escribir este texto?- PREGUNTA 5

St 2: Fue tratar de darnos una versión de la historia diferente porque fue a través de los estadios. O sea, todo giró en torno a los estadios, cuando comenzaron a hacerse, en que momento dejaron de usarse y cuando fue adquiriendo una cierta importancia. Pienso que es eso porque lo dio desde los principios de la Humanidad hasta ahora

Int: Entonces la intención del autor es informar sobre la evolución histórica de los estadios que fueron el punto de partida para las manifestaciones deportivas y entre eso su uso, desuso y renacimiento

Int: ¿ Qué significa LEGEND HAS IT? ¿Qué significaría esa expresión ?
PREGUNTA 6

St1: Dice la leyenda

St2: Es así como dice Vanessa, dice la leyenda

St3: es como ese sentido , lo que nos dice la leyenda

Int : Ahora, ¿cómo dedujeron ese significado?- PREGUNTA 6A

St1: Ni modo que uno diga LEYENDA TIENE ESO. Uno que... DICE LA LEYENDA

St2: Porque no tiene sentido. Hay que leer toda la frase y tratar de llevarla a como uno lo dice en nuestra lengua.

Int: Ahora pasamos a usted (Ortega). Usted hizo una presentación con Michael sobre BRITISH TEENAGERS. ¿Cuál cree usted fue la intención del profesor XXXX al pedirle a ustedes que hicieran esta presentación – PREGUNTA 7

St 3: O sea, pienso que quería primero como que darnos cierto conocimiento. Como la materia se llama LENGUA Y CULTURA, hay que saber un poco de la

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cultura de donde se vive allá, en Norteamérica e Inglaterra. Entonces, primero era eso, como que darnos ciertos conocimientos. Otro seria como hacernos ciertas preguntas, informarnos ciertas diferencias entre la forma de vida de los adolescentes aquí en Colombia y la forma de vida los british teenagers. Como es la vida en el colegio , free time , drugs , technology and fashion. Había puntos que eran muy parecidos. Por ejemplo a la hora de la technology, se puede decir o se puede inferir, yo no sé de que allá es un poco avanzada , las costumbres son parecidas . Ellos se la pasan como uno acá, textendo con los amigos. Le llaman TEXTING. Se la pasan también en Internet , sobre todo chat, social network FACEBOOK , TWITTER , todo este tipo de cosas

Int: Las actividades de los oral presentations , se que fue REPORTED SPEECH, PASSIVE VOICE, BRITISH TEENAGERS, y sé que hicieron una antes de ... TELEVISION o MOVIES... puedo estar equivocado

St3: MOVIES IN BRITAIN

Int: tienen alguna relación con las lecturas que han hecho? Hablo del examen y de la lectura que hicieron en la pag. 102, 105, 107, 110 y la 108 , que tuvieron que completar con WHICH o THAT-PREGUNTA 8

St3: Pues, en lo que a mi concierne, hay algunas que están relacionadas. Por ejemplo, si mal no recuerdo, había una que tenía que ver con las actividades que se podían hacer en la noche. Había películas, teatro y esto esta relacionado con lo que pueden hacer los jóvenes en Inglaterra. Estaba también el artículo de la TELEVISION que los jóvenes veían. Hablábamos de los SITCOMS, SOAP OPERAS, COMEDIES . hablábamos de las noticias, de los diferentes temas. No todos los temas, pero ciertos temas están (une manos) . Otro tema que me pareció fundamental , sobre todo con los teenagers, fue el tema de los GRAFFITIS, que es una forma de expresión, no sé pintar con la firma, conociéndose con el logo. Pero es una expresión propia no solamente de los jóvenes o adolescentes en el Reino Unido o Inglaterra, sino en varias, todo el mundo

Elmer Rodriguez, misma pregunta: ¿ha encontrado alguna relación entre las presentaciones que han hecho y las lecturas?

St 2: Pues si, si hay una relación estrecha por lo que cada una de las exposiciones fue sacada del mismo texto. En todas las lecturas hay temas que tienen que ver con la cultura, obviamente lleva inmerso gramática porque son textos escritos. Entonces, la gramática está en el texto que se hace necesario entenderla primero para luego poder leer y entender de qué se trataba todo. Y la cultura porque es necesaria que se enseñe para luego poder entender las expresiones como el

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Graffiti, como cuales son las actividades que ellos hacen en la noche, en el día en el colegio

St1: me quede sin.... Bueno, comparto lo que dijeron los dos. Pienso que la lectura hace necesario saber o comprender mucha gramática. Por eso, el profesor colocaba un día una exposición sobre el tema del libro y al otro día u otra clase, una exposición de gramática y así las intercalaba y ese era su intención . A mí me tocó una gramatical , que fue CONDITIONALS

Int: ¿ Qué estaba relacionada con que lectura de que pagina.. si la puede mencionar por favor?

St1:

St3: El cero y uno es la unidad 8 y el 2 y el 3 es la unidad 9

Int: hasta donde he visto, no he observado presentaciones orales de los condicionales 2 o 3

St 2: lo que pasa es la primera exposición que fue la de la compañera , ellos dieron todos los condicionales

Int : y no hacerlo tan dispendioso

St 2: Correcto

St1 : Ahh, bueno. Eso era lo que queria decir de las lecturas, que de pronto por eso ese era la intención de él. Casualmente las lecturas tienen mucho de qué hablar, tienen mucho para uno inferir y creo que lo hacemos en clases de pronto. Una de las habilidades más importantes es speaking. Entonces, él de pronto lo hace , por ejemplo este tema de los chicos ...

Int: British Teenagers

St1: Comparado con nosotros y tenemos toda la informacion porque somos jovenes y hay posibilidades de que uno pierda el miedo a hablar y uno desarrolle más eso, puede ser

Int 1: Esta hablando de Speaking y estamos hablando sobre Lectura.

St1: De la lectura, pues lo que dije, casi lo que dijo Elmer (St 2).De pronto... me perdi

Int Él dijo en su momento que la parte gramatical era importante porque en los textos... Que era necesario entender la parte gramatical para entender parte del

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texto. Y por otro lado, la cultura porque era necesaria .. Ahi se perdi la memoria, pero él dice que era por eso de las exposiciones de gramática estaban conectadas con la lectura. Y que ha habido conexión entre los artículos de lectura, las actividades y las presentaciones antes o después de la lectura

St1 : Ah, si

Int : Proximo martes o miércoles deberé hacer otra entrevista ... La entrevista de hoy fue con base en este examen, que fue sacado del workbook. Ppr ahora, lo que encontré es una relación muy tenue entre la lectura y lo que sigue

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VIII. Transcript Think Aloud Protocol to Students

STUDENT 1: ELMER RODRIGUEZ

Estamos a junio 28, 2016 y estoy con el estudiante Elmer Rodríguez, de decimo semestre programa de Lenguas Extranjeras, a punto de graduarse

Pregunta 1

Entr: La primera pregunta ¿Por qué respondió así?

St: Ok. Lo hice de manera literal porque no vi necesidad de replantearla una respuesta que esta clara y se puede tomar sin necesidad de alterarla. Entonces, pues simplemente la tomé así.

Entr: ¿Cómo lo hizo?

St: Ok. Bueno, primero había leído todo el texto, subrayando algunas partes, palabras, frases que me parecieron importantes y relevantes del texto. Entonces, cuando vi la pregunta, fui a esas cosas, a esas frases o palabras que había subrayado y me di cuenta que en una de esas está la respuesta y pues la tomé y la escribí allí

Pregunta 2

Entr: ¿Por qué respondió así?

St: Bueno, en esta si tuve de pronto no tomarla tan literal, pero si replantear las cosas porque la respuesta estaba en mas de tres líneas aproximadamente. Entonces, lo que hice fue mirar y tratar de resumir un poco de lo que se trataba y construí la respuesta como tal

Entr: ¿Cómo lo hizo?

St: Bueno, tomando las partes más importantes de las frases, que como dije eran alrededor de unas 3 o 4 líneas, tomé los elementos más importantes , los fui juntando hasta que llegué a una frase como tal de respuesta

Pregunta 3

Entr: ¿Por qué la respondió así?

St: Bueno, ese también es un replanteamiento de la frase original... y bueno y la manera como lo respondí fue porque. Bueno, de hecho, esa fue una de las más fáciles en responder porque en la lectura rápida que hice al principio, ehh, cuando vi la pregunta, sencillamente me acordé de lo que había leído y no tuve necesidad

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de irme nuevamente al texto. Simplemente, la respondí como me acordé que lo había leído y pues, fue así como di con la respuesta

Entr: ¿Cómo lo respondió, como llegó a esto?

St: Sería básicamente lo mismo que respondí antes: simplemente leí, entendí de que se trataba y comencé a escribir de acuerdo a lo que recordaba y llegue a una frase en concreto

Pregunta 4

Entr: ¿Por qué la respondió de esa manera?

St: Esa fue la última pregunta que respondí. Fue un tanto complicada. Me tocó leer nuevamente el texto y no hallé la respuesta, pero, luego después de haber respondido todas, ehh, nuevamente, como la primera, las ultimas preguntas me llevan a la primera y tercera línea, me tocó leerla con un poco más de detenimiento, entonces pude responder a la cuarta centrándome en la primera línea, que fue donde creo yo encontré la respuesta esa interrogante

Entr: ¿Cómo lo hizo?

St: Bueno, en la línea en realidad hablan acerca de, específicamente peces pequeños. Entonces, pues, como dice que es peces pequeños, lo que me pude imaginar pues era que la única manera no pudieran o eran menos probable que estuvieran en un fish school, era que fueran grandes. Entonces..

Pregunta 5

Entr: ¿Por qué la respondió de esa manera?

St: Bueno, respondi de esa forma porque esa fue la expresión que me dio. Más que de pronto sostener algún pensamiento o persuadir a alguien de pensar algo, simplemente estaba informando

Entr: cómo llegó a esa conclusión?

St: Saber que estaba informando y no argumentando algo, simplemente tuve que mirar las palabras que usaba, los verbos, mirar si de pronto en algún momento el texto colocaba una opinión propia, pero fue todo muy fuera de él. No había como una opinión de él, simplemente juntaba textos de lo que me imagino tuvo que haber leído para crear el texto y lo colocó ahí

Pregunta 6

Entr: ¿Por qué respondió de esa manera?

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St: Bueno, aquí respondí que podría ser a cualquier persona que tuviera un interés especial en el tema, porque bueno no tuve que ser un especialista en el tema para entender lo que estaba hablando. Es un texto que se puede entender fácilmente pues si se conoce el vocabulario que contiene, y por eso me parece que a cualquier persona podría dirigírsele este texto

Entr: cómo llegó a esa conclusión?

St: Porque analizando un poco la manera como está escrita, las palabras que utiliza, en fin, todas estas cosas, me doy cuenta que no utilizó un lenguaje muy técnico, un lenguaje demasiado difícil de entender para una persona que no tiene conocimientos en el tema. Entonces, fue así como llegué a esa conclusión

Preguntas 7 y 8

Entr: las preguntas 7 y 8 tienen que ver con significados. ¿Por qué llegó a esos significados?

St: Bueno, lo cierto es que ninguna de las dos palabras está definidas en el texto, pero digamos que pude inferir por lo que leí más o menos de que se trataba. Por lo menos, en la primera palabra que pregunta, que sería la siete, SCHOOL no estaba claro allí que significaba un AQUATIC SCHOOL, pero pude entenderlo por lo que decían en todo el texto. Entonces, pues coloqué lo que creí que significa

Entr: ¿ en la 8?

St: En la 8, bueno, no estoy muy seguro de la respuesta. En realidad, no había visto esa palabra antes, pero no sé, de pronto fue la imagen mental que me creó el leer esa palabra. Por eso, lo coloqué así

Entr: ¿Cómo llegó a esa respuesta?

St: Como no están claramente definidas, me tocó pues inferir de contexto. Esto, como le dijo también tener en cuenta la imagen mental que se me pasó por la mente. Fue así como llegué a esas respuestas básicamente

Entr: Esta pregunta que viene es extra. No estaba planeada, pero debido a las respuestas que dio, esta emerge: ¿qué dificultades tuvo al momento de leer este texto?

St: ¿Dificultades? Bueno, de pronto la única dificultad es que no relacionado con este tipo de temas. No estoy acostumbrado a leer acerca de estos temas de biología, pero una dificultad así como demasiado grande, en realidad no. Simplemente eso, como no estoy tan relacionado con ese tipo de temas, de pronto toca leer detenidamente para no tener ningún detalle o de pronto algo que yo

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piense que puede ser, pero que en realidad no es tan simple. Pues, básicamente eso

Entr: la siguiente pregunta creo que ya la respondió anteriormente: ¿Cómo hizo para solucionar o superar ese problema de lectura?

St: Pues, fue básicamente leer detenidamente, sin volarme pedazos, fragmentos, sin traer de pronto al momento de la lectura cosas que puede que en algún momento llegue a saber. Simplemente, concentrarme en lo que el autor está diciendo, lo que estaba proponiendo, leer detenidamente y algunas palabras que de pronto no logré entender exactamente, tratar de inferir su contexto

Entr: Muchísimas gracias por su ayuda

STUDENT 2: KEVIN ORTEGA

Pregunta 1

Entr: ¿Por qué la respondió así?

St: Yo lo que hice fue revisar el texto. Aparte, se refería a los movimientos de los bancos de peces y me referí casi que explícitamente a eso, solo que traté de parafrasearla un poco

Entr: ¿Cómo lo hizo?

St: Bueno, primero la parte que hablan que los peces se mueven en formaciones como bastante apretadas o cercanas uno del otro, y luego teniendo en cuenta eso como base, agregué los otros detalles, como que son diferentes formas de mover: pueden ser ordenadas geométricas, o como menciona más adelante, puede ser en forma de horda que no es una forma específica. De pronto, otra parte u otro detalle que agregué fue la parte donde que a veces cambian, se expanden un poco a la hora de comer, como para cuidarse por grupos más pequeños y luego se vuelven a juntar, y por último, las edades, pues peces más maduros, tienden a tener una vida más solitaria

Pregunta 2

Entr: ¿Por qué la respondió así?

St: Bueno, realmente esto fue verlo en el texto como ver la pregunta y encontrarla en el texto. Estaba bastante explicita. Solamente copié y cambié un poquito se puede decir, solamente el orden adaptando la respuesta a la información que estaba en el texto

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Entr: ¿Cómo lo hizo?

St: Bueno, la pregunta dice ¿qué promueve los bancos? ¿Qué promueve la unión de peces? Y en el texto esta explícitamente que promovía: la supervivencia del grupo o su mayoría en caso de que un depredador lo vaya a atacar

Pregunta 3

Entr: ¿Por qué la respondió así?

St: Bueno, esta pregunta era un poco más profunda porque había que inferir, y exactamente se basó en una parte del texto, fue una parte muy explícita. Decía pues que cuando un depredador se acercaba, el hecho de estar ahí en banco, aseguraba que solo una pequeña parte del banco iba a ser devorado, iba a morir, y aseguraba que la mayoría pueda seguir sobreviviendo

Entr: ¿Cómo lo respondió?

St: Bueno, revisé la pregunta ¿Qué puede ser inferido cuando un depredador ataca un banco de peces?, me fui al texto en la parte que específicamente decía eso, y respondí basado en la misma pregunta para armar mi respuesta

Pregunta 4

Entr: ¿Por qué la respondió así?

St: Bueno, la pregunta se refiere a los que, less likely, menos posibilidades tienen de estar en un banco, en el texto habla específicamente un poquito al respecto es que son los peces mas maduros. Pues , tienden a vivir vidas más solitarias y creo que me fui a esa parte

Entr: ¿Cómo lo hizo?

St: Bueno, como mencionaba anteriormente, hablaba sobre cuáles son los tipos de peces que son menos probables, menos propensos a encontrarse en un banco y el texto hace referencia a esto que son los peces que tienden a ser maduros, siendo que los más jóvenes van en grupo para protegerse. Ya cuando tienen cierta edad se van del grupo, del cardumen

Pregunta 5

Entr: ¿Por qué respondió así?

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St: Bueno, con la parte de la intención del autor, yo recuerdo que yo aprendí un poco sobre esto de cómo es el tipo de texto, y están los textos narrativos, informativos y yo me basé en esto y recordé que realmente no... esto me hizo recordar y me referí a eso: que el texto pues presenta la información sobre el comportamiento del cardumen o banco de peces

Entr: ¿Cómo hizo para responder?

St: Bueno, parafraseé la pregunta de manera que ella misma pudiera responderse a sí misma y saqué lo que yo pensé era la intención del autor del texto

Pregunta 6

Entr: ¿Por qué respondió así?

St: Bueno, yo pensé.. originalmente yo pensé en hacer una especie de “trampa”, en el sentido que quería poner “ este texto es usado en los exámenes de inglés para probarnos nosotros los estudiantes de Idiomas”, pero pensé que de pronto podría ser algo inapropiado por el momento y decidí hacer lo que debería hacer y decidí responder de esa manera

Entr: ¿Cómo lo hizo?

St: Bueno, pensé en el tipo de texto, me base en el vocabulario que tenía el texto y pensé “ bueno, este es un vocabulario para un texto informativo en mi opinión, en mi opinión es informativo”. Entonces las principales personas que se les crea este tipo de texto son estudiantes o personas que están interesadas en el tema, y pues me basé más que todo el aspecto de estudiantes y dije : bueno, este texto tiene bastante información, el profesor se los da a los estudiantes para que ellos aprendan obviamente, pero para que también comenten al respecto. El texto al final nos deja una duda realmente de cómo hacen ellos para mantenerse en esa formación , por qué tan cerradas

Preguntas 7- 8

Entr: Septima y octava preguntas tienen que ver con encontrar significados.. ¿ Por qué respondio de esa manera estas dos preguntas?

St: Bueno, las dos preguntas, ambas son específicas en donde encontrar la respuesta. Por lo tanto, me fui a las recomendaciones que tenían las preguntas: la siete dice la línea 1 y la ocho la línea 3. Entonces, solamente saqué lo que.. leí por supuesto las líneas que estaban ahí nombradas y respondí basado en eso

Entr: ¿ Cómo lo hizo?

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St: En el caso de los bancos de peces o cardúmenes de peces, no sé realmente el significado, me basé en la definición que está escrita en la primera línea que dice que es una formación o un grupo de peces , grupo de pequeños peces que andan en grupos que son bastante cercano, que no tienen mucho espacio entre ellos.

Con respecto a la pregunta ocho, pues, vi que en la línea 3 se refería a las formas que llevaban ese cardumen o banco de peces, y dado que la otra forma era geométrica, por eso inferí que era la forma contraria, que era pues si andaban en grupo no llevan una forma geométrica

Entr: Ahora, ¿qué dificultades tuvo para leer este texto ¿

St: Bueno, ¿ qué dificultades tuve realmente?: una que otra palabra. De pronto no conocía ese significado, pero no fue ningún impedimento porque fue capaz de sacar el contexto. Mas específicamente la palabra SHEER es un poco difícil. Fuera de eso, de pronto ROSE que en el momento no sé qué significa, pero el resto fue bastante un vocabulario que uno va aprendiendo en un ambiente de lengua inglesa , así que realmente no fue muy difícil.

Entr: ¿Cómo superó estas dificultades?

St: Bueno, dado que yo llevaba hasta el punto donde aparecen las dos palabras, yo llevaba una idea desarrollada que el texto me daba, yo nada más tuve que inferir que querría decir con la palabra específica. En el caso de la palabra SHEER, dice que unas.. se derivan de los números, debe ser los números , digamos muchos, la cantidad de peces que hay para que puedan asegurar la sobrevivencia. La otra palabra que es ROSE, ahora pienso que es ronda o trazas. Yo pensé que era un tipo de estructura, un tipo específico del parte del cuerpo de un pez donde están los poros que tienen los canales de fluido

Entr: Me dí cuenta que al principio usted primero vio las preguntas y luego se fue al texto. Uste me preguntó si podía leer las preguntas primero y luego ir al texto. ¿Por qué lo hizo así?

St: Bueno, muchas veces, yo normalmente no hago esto, porque yo cuando voy a leer un texto , yo leo para coger las ideas, es decir, estilo skimming, ¿ya?. Trato de coger ideas, pero ahora como era algo que tenía como un tiempo limitado, a pesar que alcancé a hacer skimming en primera instancia, quería tener específicamente mientras leía, hacia skimming para encontrar las ideas específicas para responder las preguntas que se me habían planteado ... se refiere a como se mueven los bancos de peces o cardúmenes de peces, me enfocaba en las palabras

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movimiento o las palabras school movement, ya sabía donde enfocarme, donde iba a estar mas o menos lo que estaba buscando la respuesta a mi pregunta

Entr: Muchísimas gracias, Sr. Ortega

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IX. Copy of Reading Test for the Think Aloud Protocol

READING TEST

NAME: _____

1. How do schools move?

2. What does schooling promote?

3. What can be inferred when a predator attacks a fish school?

4. What kind of fish would be least likely to be in a fish school?

5. What is the intention of the article's author?

6. Who do you think this article could be addressed to?

7. What does school mean? (line1)

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8. What does horde mean? (line 3)

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XI. Copy of Reading Article for the Think Aloud

Read the passage.

30 minutes

Aquatic Schools

Paragraph

1 Many species of fish, particularly smaller fish, travel in schools, moving in tight formations, often with the precision of the most highly disciplined military unit on parade. Some move in synchronized hordes, while others move in starkly geometric forms. In addition to the varieties of shapes of schools of fish, there are countless varieties of schooling behaviors. Some fish coalesce into schools and then spread out in random patterns, while others move into close formations at specific times, such as feeding times, but are more spread out at other times. Some move in schools composed of members of all age groups, while others move in schools predominantly when they are young but take up a more solitary existence as they mature. Though this behavior is quite a regular, familiar phenomenon, there is much that is not completely known about it, particularly the exact function that it serves and what mechanisms fish use to make it happen.

2 Numerous hypotheses have been proposed and tested concerning the purpose of schooling behavior in fish. Schooling certainly promotes the survival of the species, but questions arise as to the way the schooling enables fish to have a better chance of surviving. Certainly, the fact that fish congregate together in schools helps to ensure their survival in that schooling provides numerous types of protection for the members of the school. One form of protection derives from the sheer numbers in the school. When a predator attacks a school containing a huge number of fish, the predator will be able to consume only a small percentage of the school. Whereas some of the members of the school will be lost to the predator, the majority of the school will be able to survive. Another form of protection comes from the special coloration and markings of different types of fish. Certain types of coloration or markings such as stripes or patterns in vibrant and shiny colors create a visual effect when huge numbers of the fish are clustered together, making it more difficult for a potential predator to focus on specific members of the school. A final form of protection comes from a special sense that fish possess, a sense that is enhanced when fish swim in schools. This special sense is related to a set of lateral line organs that consist of rows of pores leading to fluid-filled canals. These organs are sensitive to minute vibrations in the water. The thousands of sets of those special organs in a school of fish together can prove very effective in warning the school about an approaching threat.

3 It is also unclear exactly how fish manage to maintain their tight formations. Sight seems to play a role in the ability of fish to move in schools, and some scientists believe that, at least in some species, sight may play the principal role. However, many experiments indicate that more than sight is involved. Some fish school quite well in the dark or in murky water where visibility is extremely limited. This indicates that senses other than eyesight must be involved in enabling the schooling behavior. The lateral line system most likely plays a significant role in the ability of fish to school. Because these lateral line organs are sensitive to the most minute vibrations and currents, this organ system may be used by fish to detect movements among members of their school even when eyesight is limited or unavailable.

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TABLES

V. Table 5: Analysis Class Observation 1- August 31st, 2012

T	PART.	WORDS-ACTIONS	CATEGORY	ANALYSIS- INTERPRETATION
1	T	<p>Teacher writes on the board the agenda belonging to session 6, which includes:</p> <ol style="list-style-type: none"> 1. <i>Warming: vocabulary practice</i> 2. <i>Reading (p. 102) : skimming, scanning</i> 3. <i>Speaking : where to go</i> 4. <i>Presentation: Movies in England (a student reminded him to write this)</i> 5. <i>Listening practice</i> 6. <i>Task: Grammar and vocabulary quiz, results of listening quiz</i> <p>(Sts open their their books on page 102 UNIT 9A: GOING OUT)</p> <p>We finish unit _____. Next session, we have a grammar and vocabulary quiz (point at the board). If you have any question about unit 8, please, speak now.</p> <p>We are going to start the activity, but before this activity, we are going to do the vocabulary practice. I want you think of activities you want to do , activities you like to do What activities you like to do?</p>	<p>Ground rules</p> <p>Ground rules</p> <p>Instructions/ Directions</p>	The teacher always writes the agenda of the unit at the beginning of the session in order to let the students know and guide them about what the contents of this unit entails
2	ST 1	playing soccer		
3	T	playing soccer	Positive feedback	T praises sts answers by repeating
4	ST2	Reading		

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5	T	Reading	Positive feedback	T praises sts answers by repeating
6	ST3	Singing		
7	T	Singing	Positive feedback	T praises sts answers by repeating
8	ST4	Dancing		
9	T	Dancing	Positive feedback	T praises sts answers by repeating
10	ST5	Going to the movies		
11	T	Going to the movies	Positive feedback	T praises sts answers by repeating
12	STS 6-7	Dancing		
13	T	Dancing also	Positive feedback	T praises sts answers by repeating
14	ST8	Going to the movies.		
15	T	Going to the movies. Watching movies. What kind of movies? Horror movies, cartons	Positive feedback Scaffolding	T praises sts answers by repeating Scaffolding serves 2 purposes: to do the activity and check background knowledge
16	ST8	Comics		
17	ST9	Using the computer		
18	T	Playing with the computer. What is your favorite activity?	Positive feedback	T praises sts answers by repeating or paraphrasing
19	ST10	listening to music		
20	T	listening to music	Positive feedback	T praises sts answers by repeating
21	ST11	playing soccer		

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	T	Playing soccer, Favorite team?	Positive feedback	T praises sts answers by repeating
			Scaffolding	Scaffolding serves 2 purposes: to do the activity and check background knowledge
22	ST11	First, Barcelona		
23	T	Barcelona, first place, and?	Positive feedback	T praises sts answers by repeating
			Scaffolding	Scaffolding serves 2 purposes: to do the activity and check background knowledge
24	ST11	Junior		
25	T	The name of the local team, Junior, of course. Name your favorite activity	Positive feedback	T praises sts answers by repeating
26	ST12	Surfing.		
27	T	Surfing!!! ahhh, but in the net !!!	Positive feedback	T praises sts answers by repeating
28	ST13	Watching movie, listening to music, singing		
29	T	Now, all of you, what you consider a boring activity. Now, pay attention, English classes are forbidden	Directions	T provides directions about the next activity
30	ST14	Washing the dishes		
31	T	Washing the dishes, that's a boring activity. Let me think. A boring activity, Lucy	Positive feedback	T praises sts answers by repeating
32	ST15	Cleaning the house		

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33	T	(repeats) Doing the household	Positive feedback	T praises sts answers by repeating and paraphrasing
34	ST15	Cooking		
35	T	Cooking. Boring for you	Positive feedback	T praises sts answers by repeating
36	ST16	watching TV		
37	T	Watching TV, that's boring for you? !!! Strange	Negative feedback	T questions st's answers
38	ST16	Reading		
39	T	Reading! That's boring for you	Positive feedback	T praises sts answers by repeating
40	ST17	Jogging		
41	T	Jogging without .. What is this? (pointing at his waist) an IPOD	Positive feedback	T praises sts answers by repeating
(Students continue telling their teacher boring activities. Some of them are repeated, such as: reading, washing the dishes, etc)				
42	T	<i>(Teacher approaches a female student, Stephanie Padilla and her boyfriend, who haven't participated, in order to ask the same question: what is your favorite activity)</i> What a difficult question.	Engaging strategy	
43	ST (Padilla)	eating out		
44	T	what is a boring activity for you? (Addressing to Ms. Padilla's boyfriend)	Asking for information	
45	ST (Padilla's)	Washing the dishes		

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	boyfriend)			
46	T	<p>OK. Favorite and boring activity. Now, you have to decide which are favorite for you and boring activity for you. Go to page 102. Ok ? . Just practice some activities covered in last session using a test. Do you remember those activities that we practiced on the first test? No, ok. Let's not worry</p> <p>I have a question for you: Check the title, look at the pictures. If they are colorful, good. If not, use your imagination. Work in groups or in pairs . what's the title of the text?</p>	<p>Positive feedback</p> <p>Directions</p> <p>Reading instruction (Prediction)</p>	<p>T praises sts answers.</p> <p>T provides guidelines about the next activity</p> <p>T attempts to teach the strategy of PREDICTION. However, it seems he doesn't explain it explicitly</p>
47	STS	Going out		
48	T	the text, the text		
49	STS	Pick of the week		
50	T	<p>Pick of the week</p> <p>Now, you have the pictures. Look at the pictures. Ok, now, tell me: what do you think is this text about? just checking the titles and the pictures</p>	<p>Positive feedback</p> <p>Reading instruction (Prediction)</p>	<p>T praises st's answers by repeating</p> <p>T attempts to teach the strategy of PREDICTION. However, it seems he doesn't explain it explicitly</p>
51	ST	I can't see the pictures		
52	T	Ok. Look at the titles	Reading instruction (Prediction)	T attempts to teach the strategy of PREDICTION. However, it seems he doesn't explain it explicitly

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53	ST	I think the title is about the different activities we can do at night, in different hours (sound distorts)		
54	T	Now, mention some activities in the text. Are there some activities mentioned in the text or not? Could you name them?	Instructions	T provides directions about the next activity
55	ST	Dancing		
56	T	Dancing, what else?	Positive feedback	T praises st's answers by repeating
57	ST	An exhibition		
58	T	An exhibition, and?	Positive feedback	T praises st's answers by repeating
59	ST	a comedy in a cinema		
60	T	Now, what parts of the text give clues that there was some information about activities?	Reading instruction (scanning)	T attempts to teach the strategy of SCANNING. However, it seems he doesn't explain it explicitly
62	STS	(nobody answers)		
63	T	Let's change the question. Where you can find this kind of text? Where ? in what, in a newspaper?	Instructions Reading instruction (inference)	T attempts to teach the strategy of INFERENCE. However, it seems he doesn't explain it explicitly
64	ST	In a magazine		
65	T	In a magazine, very good. What magazines? What do you think is the purpose of that text? Somebody wrote that text for you. Try to identify this. To invite somebody?	Positive feedback Scaffolding Reading instruction (inference)	T praises st's answers by repeating T uses this strategy to complete the activity and draw background

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				knowledge T doesn't seem he is attempting to develop inferential skills or reading
66	ST	Suggesting		
67	T	Suggesting what?	Positive feedback Scaffolding	T praises st's answers by repeating T uses this strategy to complete the activity and draw background knowledge
68	ST	What to do?		
69	T	Suggesting what to do Ok. Now, look at the people all over the text. There are four people over the text. See? Ok. Some of them are deciding where to go and you are going to help. Ok? You're going to help. First, what they need, what are their intentions and tell me what a suggestion to go. First, analyze the activities. Ok? How many activities are there? A-B-C-D-E-F How many activities?	Positive feedback Instruction	T praises st's answers by repeating T provides guidelines about the next activity
70	STS	6 activities		
71	T	How many people?	Asking for information	
72	STS	4		
73	T	You have more than one option for each person. What is the name of the first person in the picture?	Instruction	T provides guidelines about the activity

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74	STS	Elizabeth		
75	T	Elizabeth. The second is...	Positive feedback Scaffolding	T praises st's answers by repeating T uses this strategy to complete the activity
76	STS	Anne		
77	T	The third is	Scaffolding	T uses this strategy to complete the activity
78	STS	Melissa		
79	T	and the fourth is ...	Scaffolding	T uses this strategy to complete the activity
80	STS	Frank		
81	T	Ok. Let's do this, Ok. Just check what they say and try to identify a good activity. ok? Imagine that it's his or her favorite activity. Discuss it with your partners.	Instruction	T provides guidelines about the activity
82	STS	(discussing in small groups of 3 or 4 sts aprox. 5 -7 mins)		
83	T	<i>(Writes on the board the names of the characters. After these seven minutes, he approaches a student, Peralta and asks about his answer)</i> What is student 1? It is E. Ok, listen. You said E. Write why you think she must like this activity <i>(Giving him the marker and asking to go to the board).</i> Just one reason.	Asking for information	T requires a clearer explanation about the student's answer
84	ST(Peralta)	One word?		
85	T	No, one reason (waving his hand) . Tell me why Elizabeth	Instruction	T provides guidelines about the

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		likes this activity		activity
86	ST (Peralta)	(Goes to the board and writes his reason)		
87	T	<p><i>(Walks around the room to see what the students wrote about Elizabeth. Most of them wrote E. He does the same with Ann and the other characters)</i></p> <p><i>He goes to the board and checks Mr. Peralta's answer on the board BECAUSE SHE LIKES DANCE)</i></p> <p>Uh-Uh. You said Elizabeth likes, probably, go to the Jongleurs Comedy Club, why? Because she loves dance. Ok?</p> <p>(he corrects dance for dancing on the board)</p> <p>Is it all or do you have any other reason? Is it ok or are there any other reasons?</p>	<p>Providing clarification</p> <p>Asking for clarification</p>	T requests further details or answers about the sts' choice
88	STS	There are other reasons. <i>(They hesitate to go to the board)</i>		
89	T	<p><i>(Reading the book).</i> She says, "I go out to have fun. A lot of laughs, a good meal, going dancing.. That's my idea of a good time!"</p> <p><i>(Approaching another student, Bustos)</i> Do you want to write another reason? OK. Let's see another reason for option</p>	Scaffolding	T uses this strategy to complete the activity and gather further details, answers or support
90	ST (Bustos)	<i>(He doesn't know how to write the word LAUGH. Therefore, he asks the teacher to allow him to see the book and check the</i>		

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		word) . He writes BECAUSE SHE LIKES LAUGHING		
91	T	<i>(mimics the word LAUGH with his body language to a student who doesn't remember the word's meaning)</i> If there is other reasons, write	Vocabulary strategy (mimicking or using body language) Instruction	T uses his body language to explain the meaning of laugh T provides further directions of the activity
92	ST (Martinez)	<i>(Writes on the board for Ann option F.)</i>		
93	T	Ann, F, why?	Asking for clarification	T requests further details or answers about the sts' choice
94	ST (Martinez)	<i>(She writes BECAUSE SHE LIKES MULTICULTURAL DANCING SHOWS)</i>		
95	STS	<i>(While she was writing this option, other students add option E JOGLEURS COMEDY CLUB for Ann and one of them even explains why: SHE LOVES DANCING. Another one adds "she says nothing too serious)</i>		
96	T	You said Ann? let's wait she finishes to write this second option. What do you say? <i>(approaching Rodriguez)</i>	Instruction	T provides directions about the activity
97	ST (Rodriguez)	I think that the option is E		
98	T	For Anne? Jongleurs. Ok. Why	Asking for clarification	T requests further details or answers

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		is E?		about the sts' choice
99	ST (Rodriguez)	She says shows that combine modern and ethnic sounds and F doesn't show that		
100	T	Ok. What about that musical show in option F? It only shows lots of music?	Asking for information	T requires a clearer explanation about the student's answer
101	ST (Rodriguez)	Yes (unclear sound)		
102	T	What about B? <i>(Writes on the board B below the Ann character Ann)</i> Why don't you write a reason for B here?	Asking for information	T requires a clearer explanation about the student's answer
103	ST	<i>(She writes)</i>		
104	T	<i>(while she writes on the board)</i> I think two options can be possible. The text says this is a mixture between you can listen some music here, but you can dance. You see?	Clarification	T provides further directions about the activity
105	ST (Martinez)	Teacher, the reason for B. I wrote the reason ...		
106	T	You said F .. ahh , you wanna change it. OK Hey, boy, what happened to you? It's your turn <i>(addressing Ortega)</i>	????	
107	ST (Martinez)	<i>(wrote DIFFERENT KINDS OF MUSIC)</i>		
108	ST (Ortega)	He writes a reason for Frank, which is D. He wrote BECAUSE HE HAS VERY LITTLE MONEY		

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		AND THE EVENT IS FREE.		
109	T	BECAUSE HE HAS VERY LITTLE MONEY AND THE EVENT IS FREE. For a student from Universidad del Atlántico is the same (sts laugh). OK, thank you .Every time I find a student from Universidad del Atlántico in an art exhibition, it is because his or her pockets are empty	Positive feedback	T praises sts answers by repeating
110	ST	<i>(She writes a reason for Melissa</i> BECAUSE SHE ENJOYS COMEDIES)		
111	T	Do you agree with that?	Asking for clarification	T requests further details about the st's answer
112	STS	Yes		
113	T	Is there any other possibility?	Asking for extra information	T requests further details so that the student can support his/her answer
114	STS	A		
115	T	OK. A <i>(he writes it on the board)</i> Why A?	Positive feedback Asking for extra information	T praises sts answers by repeating T requests further details so that the student can support his/her answer
<i>Unclear sounds</i>				
116	T	Writes what the student Said, which was SHE LOVES GOING TO THE THEATER . OK, options A-B –D-E-F, what about C ? Now, option C.... C is movies. So, nobody is interested in	Instruction	

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		movies?		
117	ST	Elizabeth		
118	T	<p>Elizabeth, Frank.</p> <p>OK, my last question. Now it is your turn. Choose individually one of those activities. For you. It's a personal decision. What could be your favorite activity? Just one and tell me why <i>(walking around the room)</i></p> <p>Don't you know the United Kingdom? (Asking a student who does not know)</p>	<p>Positive feedback</p> <p>Instruction</p> <p>Asking for information</p>	<p>T praises sts answers by repeating</p> <p>T provides directions about the activity</p> <p>T requests a st to provide information about specific aspects</p>
119	ST	it is the union of several countries, Wales, Ireland, England		
120	T	OK. Finished? Take one or two minutes <i>(approaching a student)</i>	Instruction	
121	ST	<p>Comedy nights. This is better than watching a ... (unclear sound) .</p> <p><i>making the currency exchange to pesos and it is expensive.</i></p>		
122	T	Any other reason?	Scaffolding	T uses this strategy to draw extra information
123	ST (Torregl osa)	Cultural events: Union Dance.		
124	T	Why?	Scaffolding	T uses this strategy to draw extra information
125	ST (Torregl	<i>He reads the exact words from the book IT IS A MIXTURE OF BREAK DANCING, BALLET</i>		

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	osa)	<i>AND MARTIAL ARTS TO A CULTURAL MIX OF HIP HOP . He adds the martial arts he liked are like dance, the capoeira</i>		
126	T	Ahh,.. do you know how to dance Capoeira?	Asking for information	T requests information from a student
127	ST (Torregl osa)	No		
128	T	So, as far I as I know, it is like a combination or mixture between ballet, dance, martial arts. What is the result, combining all those dance and martial arts?	Explanation	T provides further details about a student's answer
129	ST (Torregl osa)	I read that there is martial arts and dance are something like kicking. Kicking with their beautiful shoes .. <i>(the student continues describing Capoeira)</i> . I like Hip- Hop, it is war music		
130	T	Ok, anyone else?	Asking for volunteers	
131	ST	Cinema. I would like to go to the cinema. The name of the movies sounds interesting		
132	T	How wide?	Scaffolding	T uses this strategy to draw background knowledge
133	ST	it says 20 meter screen, digital surround sound		
134	T	Is there any theaters like this in Barranquilla?	Scaffolding	T uses this strategy to draw background knowledge
135	STS	No. <i>(They started to laugh when one of them said Metrocentro)</i>		
136	T	Sure, where? Metrocentro.. ahh, you're pulling my leg . OK , what about you	Asking for information	

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		<i>(addressing to Peralta)</i>		
137	ST	Art Exhibition because I like Arts .. (unclear sound)		
138	T	I heard in Barranquilla there are no such events. Have you ever been in one of them ?	Explanation Scaffolding	T uses this strategy to draw background knowledge
139	ST	Well, I was in a Elective (unclear sound) . So, I went to the museum of the University and I could see a lot of paintings		
140	T	Ok. Any other possible..?	Asking for information	
141	ST	I would like to go to Comedy Nights. It's a way to have fun, to laugh ...		
142	T	The same question, is there any comedy club here?	Scaffolding	T uses scaffolding to complete the activity and draw background knowledge
143	STS	Yes, La Barra		
144	T	Is the same LA BARRA as the televisión show?	Scaffolding	T uses scaffolding to complete the activity and draw background knowledge
145	STS	Yes, Toronbolo		
146	T	Ok, my last question. How did you find the text? Easy, difficult?	Evaluation Asking for opinion	T asks for students' opinion to develop reflection of the text
147	STS	Easy		
148	T	Why was it easy.. because of the topic, the pictures ?	Evaluation Asking for opinion	T asks for students' opinion to develop reflection of the text
149	ST	Because the topic		
150	ST	The pictures		

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151	T	Ahh, the pictures. Ok, let's move on. Now, the presentations	Instruction	T states the next stage in the agenda or the next activity
152	ST	Teacher, my partner is not well		
153	T	What about the other group? So, Joan?		
	ST	We are not complete		
154	T	Again, again. You can make an effort, because today is extremely silent <i>(people laugh)</i> . Ok, the microphones are yours	Ground rules	T emphasizes the fact that students have to work harder since today they seem not to be prepared for the upcoming presentations
155	STS	<i>(Presenters are writing the information on the board MOVIES IN ENGLAND)</i>		
156	P1	My name is ... and my group is formed by Today, we are going to talk about Movies in England. I'm going to talk about the most important celebrity of the British.... He is Mr. Bean. His real name is Rowan Sebastian Atkinson. He was born on 6th January , 1955 in Newcastle . he studied in Newcastle University and Oxford University Electrical Engineering . Atkinson has 2 children Ben and Lily . His wife is Sunetra Sarty. His parents are Erick Atkinson and Ella May. Mr. Bean won in 1979 the British Academic Award <i>(the group continued presenting the biography of Mr. Bean) (while this is happening, the teacher showed me the oral presentation</i>		

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		<i>score sheet)</i>		
157	P2	Who can tell me names of British actors? We can see Mr. Bean, Charles Chaplin is another. Who can tell me a very well known actor from America? For example		
158	ST	Will Smith		
159	P2	<p>Will Smith. Robert Patrick and this person. British films are based on drama, passion, love and sometimes they try to show the British culture. When they talk about British culture, I'm not talking about The United Kingdom only. I'm talking about Scotland and other countries that are British close.</p> <p>There is a difference with American films. The American films that are recorded in Hollywood are based on action, adventure and that's why they sell a lot of movies to the world. For example: if you can see Charles Chaplin and all actors in British films , it is very funny this is not action, not adventure. This is more than old future, it doesn't show future. It is the same that Mr. Bean. There's no action , adventure and there is a difference with Terminator: there are fights (presentation continues with some audio problems- unclear voice) .. and Mr. Bean or Sherlock Holmes are more mystery and this is the great difference that we can find</p>		

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		British films and American films		
160	P3	<i>(Shows a model of the BAFTA, The British Academy of Film and Television Arts)</i> . Bafta is the The British Academy of Film and Television Arts. This academy supports and promotes actors .. <i>(unclear voice due to her sore throat)</i> This is a symbol of excellent movie performance. We have two activities for this .. Lina explains these		
161	P1	(She and her partner discussed for a while) Somebody wants to make a remedy of Mr. Bean?		
162	T	<i>(Laughs)</i> nice!	Positive feedback	T praises students' contribution
163	ST	<i>(Stands up and does it after a short conversation with these presenters)</i>		
164	T	Nice. Ok, then we talk about the ... Thank you. Do you want to talk something about the topic? What did you learn? Say something about the topic	Evaluation Asking for opinions	T attempts to develop self-reflection or skimming to identify the most relevant aspects of the presentation
165	ST	I didn't know his real name. Rowan?		
166	STS	(unison) Atkinson		
167	T	But you said that Rowin Atkinson is not the only actor representative of that culture. There are others <i>(pointing at a student)</i> James Bond ..any other	Scaffolding	T uses scaffolding to reinforce the topic and draw background knowledge

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		characters?		
168	STS	Charles Chaplin, Harry Potter		
169	T	Charles Chaplin, Harry Potter	Positive feedback	T praises students' contribution by repeating
170	ST	Austin Powers		
171	T	Austin Powers. You mentioned names of actors. Names of actresses	Positive feedback Scaffolding	T praises students' contribution by repeating T uses scaffolding to reinforce the topic and draw background knowledge
172	ST	Kate Winslet She plays in the movie Titanic		
	ST	Harry Potter's friend		
173	T	Name?	Asking for information	
174	ST	Emma Watson		
175	T	Now she is about 20 . Only 2 actresses? Now, American actors. Most of you know American actors: Schwarzenegger, Travolta, Pacino, Jim Carrey	Scaffolding	T uses scaffolding to reinforce the topic and draw background knowledge
176	STS	<i>(provide names of American actors)</i>		
177	T	Female	Instruction	T states the next step or piece of information required for the activity
178	STS	Scarlet Johansen		
179	T	Scarlet Johansen By the way, Kate mentioned that	Positive feedback	T praises students' contribution by repeating

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		Batman was first filmed in England. I read that somewhere		
180	STS	<i>(provide more names of actresses)</i>		
179	T	<i>(repeats names)</i> Cameron Diaz , Miley Cyrus	Positive feedback	T praises students' contribution by repeating
180	STS	<i>(They laugh and clarify that she is a singer)</i>		
<i>Activity continues like this</i>				
181	T	Well, check this. This kind of topics gives you some background. My idea as a suggestion to consult more information to know more. All the presentations you need to talk more. I think we should study drama <i>(talking to Jimenez)</i> You as future teachers should be actors all the time. This is a Spanish .. and our life is a movie and we are actors. Everytime you are acting. So, the only aspect is that you change the roles, changing roles, everytime. Thanks for the presentation. John, when is your presentation? Next session?	Instruction	T suggests ways to get more familiar with the presentation topics and emphasizes the implications of being a teacher
182	ST	<i>(Nods)</i>		

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183	T	<p>Next session .OK, we have our first grammar and vocabulary quiz. Umm, I like you to do the presentation first and then the quiz. Ok, where is my agenda</p> <p><i>(It has been erased from the board) .</i></p> <p>I don't have my agenda, what is the next activity?</p>	Instruction	T explains the next activities for the upcoming class
184	STS- T	<p>Listening practice and at the end the results of the quiz. I notice you like the last part. Let's start with the listening</p>		

T	PART.	WORDS-ACTIONS	CATEGORY	ANALYSIS-INTERPRETATION
1	T	<p>(Teacher writes on the board session 9, September 11th, Unit 9, whose agenda is)</p> <ol style="list-style-type: none"> 6. Listening practice : Vocabulary related to TV professions 7. Presentation: grammar: relative clauses 8. Reading: A TV guide/ types of program 9. Speaking: information about TV programs on Colombian TV 10.Task: listening quiz unit 9/ grammar and vocabulary quiz unit <p>" Hey, do you want to get the book Upstream B1+?</p> <p>I have a question for you: we are almost ending this unit in one or two weeks and we need to get the new book, which is UPSTREAM B1+. Who wants to get the book? So, two students. So, Joseph is going to write their names to ask for 3 or 5 books to get enough samples... (The topic continues) .</p> <p>Open your page 105. We are</p>	<p>Ground rules</p> <p>Teacher's methodology (Warm-up/ contextualization)</p>	<p>The teacher always writes the agenda of the unit at the beginning of the session in order to let the students know and guide them about what the contents of this unit entails</p> <p>T provides instructions about the upcoming tasks</p>

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		<p>going to start with a vocabulary exercise. This is a listening practice at the same time. Then, we have a very long conversation related to the show television today. As we can see, the last session we were talking about movies that was a clear signal that you are watching a lot of television.</p> <p>So, today we are going to talk about the Colombian television, but we have to start at the listening and vocabulary practice. So, check in your books to see where is the exercise, in which you have to relate to professions with what you hear, OK? There are six professions. You have to relate the professions with the four pictures. According to what you hear, you have to relate a TV related profession with the picture. OK?</p> <p>First, lets see what you know about these professions. Let's start with the easy one: what is a reporter?</p>		
2	ST	The person who shows the news		
3	T	its' the presenter. It's the person that presents the news. That's the reporter. Are you sure?	Negative feedback	T questions student's answer
4	STS	<i>(choral mixed reaction)</i>		
5	S	It's not the same thing as journalist?		
6	T	Well, a journalist. That's another definition for that. What is a	Asking for clarification	Since T questions student's answer,

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		journalist?		he asks his sts for clarification
7	ST	it's in a newspaper		
8	T	Something related to a newspaper, and a reporter...?	Scaffolding	T uses this technique to draw background knowledge, clarify and complete the activity
9	ST	To TV, television		
10	T	Are related to television. When you think of a journalist, you think of a man in an office. OK? And typing, maybe in a computer. And when you think of a reporter, what is the image that comes to mind?	Instruction Imagery	T provides extra information to tell the difference between a journalist and a reporter T turns to this cognitive strategy to relate the concepts to a mental image and reinforce background knowledge
11	ST	Cameras		
12	T	Yes, what else? Taking notes?	Scaffolding	T uses scaffolding to draw more information
13	ST	Outdoors		
14	T	Outdoors, and you think of a journalist is indoors, doing something. Well, a newsreader?	Instruction	T provides another difference related to journalist
15	ST	it's a person who reads EL HERALDO, AL DIA, EL TIEMPO..		
16	T	Remember that it's a TV –related profession. So, what is a newsreader?	Direction & Negative feedback	T questions the student's answer
17	ST	it's the person whom we call the presentator. It's the person who takes some notes about the		

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		news and he tells them, reads them for the .. (<i>unclear voice</i>)		
18	T	Good. Or maybe is the presenter and just reads the news. OK. Is that the person who goes out and gets the news?	Positive feedback Asking for clarification	T praises student's answer T requests extra information
19	STS	No		
20	T	that's the....	Scaffolding	T uses this strategy to complete the activity
21	STS	Reporter		
22	T	The quizmaster.. no idea what a quizmaster is (<i>after a few minutes</i>) Ok. If I tell you there is a picture related to quizmaster. Who do you think he can be?	Reading strategy (Scanning)	T provides a clue about a specific picture that describes the occupation students have to find.
23	ST	B		
24	T	Very good, B. My question is why? Are you witches or something like that?	Positive feedback Questioning	T praises student's answer T asks students to support their answers
25	STS	No		
26	ST	That is a person who works in a program, in which people are measuring their knowledge about something		
27	T	Give the name an example of a program that you find a quizmaster	Instruction	T requests extra information to support students answer
28	ST	¿Quién quiere ser Millonario?		
29	T	I was thinking about this program with the number and all these		T asks the answer for the next question

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		things. See? Cameraman?	Instruction	
30	ST	<i>(Pointing at the observer)</i> . Here's the cameraman		
31	T	Who next to me? Ahh, the cameraman. Weather forecaster ?	Instruction	T asks the answer for the next question
32	ST	it's the person who forecasts if the weather is rainy, windy, snowy...		
33	T	That's it. Do you remember a famous name of a person who I think he was one of the first person who said something related to the weather on Colombian television?	Instruction	T asks students to use background knowledge to relate this occupation in a more efficient manner
34	ST	Max		
35	T	Max Henriquez. And finally, who is the makeup artist?	Instruction	T asks the answer for the next question
36	ST	It's the person who puts the make up in the actresses or reporters		
37	T	And? Yes, (repeating the student's definition). Very good, OK. Now, I'm going to play my audio file and we are going to listen to identify the .. OK, ready? You have to identify the speaker, Ok? The speaker is one of these persons, OK? Ready? Let's go the first time. Ahh, by the way, what is one of the techniques I have told you always before we do a listening practice?	Positive feedback Instruction	T praises student's answer T provides directions belonging to the next stage of the agenda T reminds students about a pre-listening technique
38	ST	Listen, but not..		

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39	T	Listening..	Scaffolding	
40	ST	Listening, but not taking..		
41	T	Listening for? Exams, familiarizing with the sound. And the second time?	Scaffolding	
42	STS	Check for information		
43	T	(Repeats the same). Very good, OK? This is the first I'm going to play it and identify the speaker. The first one	Positive feedback Announcing next activity	T praises student's answer T provides steps and purpose of these steps
44	STS	Weather forecaster		
45	T	(Repeats answer) . Why ?	Positive feedback Questioning/ Asking for clarification	T praises student's answer T requests support for this answer
46	ST	She said sunny		
47	T	She said sunny. Very good.. or?	Positive feedback Scaffolding	T praises student's answer T uses scaffolding to complete the activity
48	ST	Showers		
49	T	(repeats her answer). So, what he is speaking is vocabulary related to..	Positive feedback Scaffolding	T praises student's answer T uses scaffolding to complete the activity
50	STS	Weather		
50	T	Ok, number 2	Positive feedback	T praises student's answer
51	STS	Reporter. Newsreader		
52	T	Not reporter. News..	Negative feedback	T questions student's answer

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			Scaffolding	and corrects by scaffolding
53	STS	Newsreader		
54	T	Ok. The third	Positive feedback	T praises student's answer
55	STS	Cameraman		
56	T	Cameraman, are you sure? What is he saying?	Negative feedback	T questions student's answer
57	STS	I'm always behind the camera		
58	T	<i>(plays the next track)</i>		
59	STS	Quizmaster		
60	T	<i>(Repeats answer)</i> . What is the last one?	Positive feedback	T praises student's answer
62	STS	Make-up artist		
63	T	And how do you guess?	Asking for clarification	T requests support for this answer
64	ST	She loves making actresses look like aliens		
65	T	In science Fiction productions. I wonder how they transform the actress into something different using just make up. Do you have an example of that kind of transformation?	Instruction	T turns to student's background knowledge to reinforce the concept of make-up artist
66	ST	A song, Michael Jackson "Thriller". They make up like a zombie. That is why, "Thriller is the most sold song in the world in all the music history and that transformation in zombie		
67	T	Any others?	Scaffolding??	T uses this technique to draw background knowledge and complete the activity

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68	ST	Brad Pitt in the Curious Case of Benjamin Button		
<i>(start exchanging ideas about the movie and make up effects)</i>				
69	T	You mentioned AVATAR.		
70	STS	Yes		
71	T	Besides that, I don't know if you work. I don't know how to say that. You have your own avatar. It's like a picture of you, but that was the result of make-up produces. A sensation of being another person, of being a cartoon, like being a cartoon. So, I noticed that in some works, some students, they painted themselves and say this is my avatar. I didn't know why they said that. Ahh, this is your avatar because this is a picture of me, but without the special effects	Instruction	T provides a close definition of AVATAR
72	ST	Do you know what avatar has impressed me the most ? For example, in Terminator II. How can they make Arnold Schwarzenegger like a robot or something like that? <i>(he continues sharing his ideas about the film and character)..</i> and that's why nowadays people still watch it		
73	T	Finally, like a class communication. Let's talk about in front of the camera and behind the scene. Can you tell me which of the professions we have mentioned are in front of the camera?	Instruction	T provides explanations related to the last step of the activity
74	STS	<i>(choral answer)</i>		

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75	T	Sorry, one at a time	Directions	T emphasizes individual answers
76	STS	Newsreader, weather forecaster		
77	T	Reporter?	Asking for information	
78	ST	Sometimes		
79	T	My question is if there is a newsreader, why the reporter?	Asking for clarification	T requests for clearer ideas about the roles of reporter and newsreader
80	ST	The newsreader is in a studio. The reporter is outside A reporter is like a researcher that researches the things that are happening in the place where the news takes place They are in the right place and the right time		
81	T	And at the same time they are in front of the camera announcing. Ok, the reporter, the newsreader, the quizmaster. Ok, now, behind the scene	???	???
82	STS/T	Make-up artist, sometimes the reporter.		
83	T	Good, thank you. Let's stop here for a moment and we have to do the speaking part where we have to talk about Colombian television. We continue with the presentation, something related to grammar and after that, our conversation. OK? Ladies it's all yours	Instruction	T provides explanations about the next tasks
84	PRESN TS	<i>(they write RELATIVE CLAUSES – ADDITIONAL INFORMATION</i>		

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		<p><i>on the board)</i></p> <p>Good afternoon. Our group is conformed by .. (3 st names). We are going to talk about the relative clauses. We use the relative clauses to give additional information about something without adding another sentence. There are two kinds of relative clauses: relative pronouns and relative adjectives. Relative pronouns can be a subject or object pronoun. They are the subject pronoun when they are followed by a verb, and they object pronoun when they are by a noun</p> <p>Relative pronouns. We use WHO refer people. We can use THAT too, WHOSE to refer possession. (she provides examples)</p> <p>WHO and WHICH can be omitted when they are the objects, for example: Andres is the boy WHO/ THAT I met in the park</p> <p>Here is the object because it's followed by a noun, and they can't omit when they are the subject of relative clause, for example:</p> <p>Can't be omit because it's followed by a verb</p> <p>Relative clauses provide extra information that is essential to the meaning of the main sentence and are introduced by WHO, WHICH, THAT, WHOSE, WHEN, WHERE, WHY and comma. For</p>		
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		<p>example:</p> <p>the man who bought her car is ...</p> <p>The man who was very impatient, left before the doctor came in</p> <p>Now, you have to work in pairs and do these exercises</p>		
85	T	<p>It's about the third exercise. I have a question: in this exercise says identify if it is defining or not defining, but there on the board you have identifying and not identifying. Is it the same? What's the mistake?</p>	Asking for clarification	T request extra explanations from the presenters
86	PRES	I wrote IDENTIFYING AND NOT IDENTIFYING, and I wrote DEFINING AND NOT DEFINING (pointing at the copy)		
87	T	<p>Ahh, you were supposed to write DEFINING and NOT- DEFINING on the board. It's not the same. So, what about exercise 3. Ready? OK. Let's go on</p>	Instruction	T provides clearer directions about the activity
88	PRES	Who wants to be the first?		
89	T	<i>(Repeats the same question)</i>	Asking for volunteers	
90	STS	<p><i>(Answer the questionnaire from the activity using WHO, WHICH, THAT, etc. The presenters choose the peers who are going to answer it)</i></p> <p>July and August are the months WHEN most people go on.. <i>(unclear voice)</i></p> <p>Do you know the reason WHY people learn English?</p> <p><i>(he repeats the above question by mistake)</i></p>		
91	ST/T	No		
92	STS	<p>Sorry. This is the church WHERE Peter and Sue got</p>		

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		married Edinburgh is the place WHERE Alexander Graham Bell was born <i>(The activity goes on like this)</i>		
93	T	Defining or non- defining?	Asking for information	T requests information related to the classification of relative clauses
94	PRES	Not defining		
95	T	You are not supposed to say this. He is supposed to say this <i>(pointing at Joan)</i> . So, defining or non- defining?	Negative feedback Instruction	T questions student's directions of her/his activity T provides clearer directions about the activity
96	STS	Not defining		
97	T	Not defining. The question is why is it Non –defining? <i>(pointing at presenter 3)</i>	Positive feedback Asking for clarification	T praises student's answer by repeating T requires extra explanation about the student's answer
98	PRES	Because the information is not essential to the meaning of the main sentence		
99	T	Very good. it's 4.30	Positive feedback	T praises student's answer
<i>(The activity continues like this. Students classify the sentences and provide reasons for such classification)</i>				
100	T	We have a sentence. This sentence is a unit and this sentence has a general meaning. OK? Inside this sentence, you can have more information. This information can be necessary or it can be extra information. If that information is necessary to understand the sentence, you have a what?	Instruction	T provides extra explanations about how to identify a relative clause, especially a defining one

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101	STS	A defining relative clause		
102	T	<i>(repeats answer)</i> . If you don't need that information, we have a...	Positive feedback Scaffolding	T praises student's answer T uses scaffolding to check topic understanding
103	STS	Non- defining relative clause		
104	T	In this example <i>(asks sts to repeat the sentence)</i>	Instruction	
105	STS	That man whose car was stolen last week		
106	T	Do you need that information: whose car was stolen to identify the man?	Asking for information	T requests information to reinforce the concept of defining and non-defining relative clause
107	STS	No		
108	T	No. Hey, that's the man. That's all. That's the main clause. The rest is extra..	Scaffolding	T uses this strategy to check understanding and complete activity
109	STS	Information		
110	T	<i>(Repeats word)</i> . OK? Clear? OK Now the topic. Let's go to the exercise so we can have a clear more practice, page 107. What is a relative pronoun or a relative adverb? We need to fill these sentences. For the first one: I like films..	Positive feedback Instruction/ Announcing next activity	T praises student's answer by repeating T explains the next activity and its purpose
111	STS	Which		
112	T	which or...?	Scaffolding	T uses this strategy to complete the activity
113	STS	That		
114	T	That are about aliens. B, Tom	Scaffolding	T uses this strategy to complete the

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		Cruise...		activity
115	ST	is the actor who I admire		
116	T	Most. It says I admire most... Who or ...?	Scaffolding	T uses this strategy to complete the activity
117	STS	That		
<i>(Activity continues like this, practicing defining and non-defining relative clauses. The teacher says the first word and students say the rest of the sentence in a choral way and choose the right relative connector, so to speak)</i>				
118	T	Now, let's move to exercise 8. Choose the relative to join the sentences. (Reading the first sentence) Paul loves swimming. He is 80 years old You have to join the sentence and use a relative pronoun	Instruction/ Announcing next activity	T provides the directions for the next activity
119	STS/T	Paul, who loves swimming, is 80 years old		
120	T	Or Paul, who is 80 years old, loves swimming. (Saying the first word of the second sentence) Chicago..	Instruction	T provides alternative answers to the exercise
121	STS/T	which I saw last night on TV, is a great film		
<i>(The activity continues like this)</i>				
122	T	Now, let's go back to talking about television. Let's go to page 105. What do we have on exercise 8? What do we have there?	Instruction/ Announcing next activity	T provides the directions for the next activity
123	STS	We have information		
124	T	(repeats the same above). This is a text. What kind of text is that?	Positive feedback Asking for information	T praises student's answers T requests information about text type

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125	ST	It's a guide of television		
126	T	<i>(Repeating)</i> . Very good. it's a TV.. <i>(Pointing at the board)</i>	Positive feedback	T praises student's answers
127	STS	Guide.		
128	T	Ok. A TV guide for a special day. What is it?	Positive feedback Scaffolding/ Teaching methodology (Scanning)	T praises student's answers T uses this strategy to complete the activity T asks students to find specific information
129	STS	Thursday.		
130	T	Check a program from the list and please tell me what kind of program is that. Check, select the program from the list and tell me what type of program is that. Ok? (walks around to check students) Attention, these are real programs. Ok, who wants to talk? Tell me. Say the name of the program and tell me what program is that. Do you know anyone?	Instruction/ Announcing next activity/ T methodology (Contextualization)	T provides the guidelines of the next activity
131	STS	Yes. Friends. Joey and Chandler leave baby Ben on a bus <i>(reading the first lines of the TV guide)</i> . It's a comedy		
132	T	Yes	Positive feedback	T praises student's answers by repeating
133	ST	A sitcom		
134	T	<i>(Repeats)</i> .	Positive feedback Scaffolding	T praises student's answers by repeating T uses this strategy

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		You know what sitcom means?	T methodology (Scanning)	to complete the activity T requests students to provide specific information
135	STS	Situation comedy		
136	T	It's a situation comedy. Any other one?	Scaffolding	T uses this strategy to draw background knowledge
137	STS	<i>(murmur)</i>		
138	T	I don't get the name.		
139	STS	Big Brother		
140	T	<i>(Repeats)</i> . What is Big Brother?	Positive feedback Scaffolding	T praises student's answers by repeating T uses this strategy to complete the activity
141	STS	Reality show		
142	T	<i>(Repeats answer)</i> . Any other program?	Positive feedback Scaffolding	T praises student's answers by repeating T uses this strategy to complete the activity
143	STS	Channel Four News		
144	T	<i>(repeats)</i>	Positive feedback	T praises student's answers by repeating
145	STS/T	It's a news report		
146	T	Who wants to be a Millionaire?	Scaffolding	T uses this strategy to complete the activity and draw background knowledge
147	STS/T	A quiz show		
<i>(continues like this until the list is finished)</i>				
148	T	Now, let's think of Colombian	Instruction/	T provides the

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		programs. Anything related to Colombian programs (<i>Writing on the board the word SITCOM</i>). Sitcom, any Colombian situation comedy?	Announcing next activity/ T methodology (Contextualization)	guidelines of the next activity
149	ST	El Man es German		
150	T	(<i>Repeats and writes this program on the board</i>). Why? Because the sketch, I mean the format, is very similar to that. It's a situation and it makes you laugh. Ok? And this is German. Any other?	Positive feedback Ask for clarification Scaffolding	T praises student's answer It seems T does not give some time to students to answer this matter. Therefore, he provides the answer T uses this strategy to complete the activity and draw background information
151	STS	Sabados Felices		
152	T	It's not a situation comedy	Negative feedback	T questions student's answer
153	ST STS	Noticiero MPI con Severo Copete No		
154	T	Situation comedy?	Negative feedback	T questions student's answer
	STS ST	No Pero cojen un tema de politica y lo... (unclear voice)		
155	T	But in that case it's different because..	Scaffolding	T uses this strategy to draw background knowledge and draw , to some extent, critical thinking or get further support to student's answer

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156	ST	It's like a series. Ahh, yeh. She says that every episode is a part of a series in Friends and also this (<i>showing the word SITCOM on the board</i>) . So, it doesn't , ahh, it's not the same situation as what you mentioned? (<i>pointing at Torregloza</i>) Noticiero MPI		
157	T	Because every episode is different		
158	ST	How do you say parodia?		
159	T	Parody (writing it on the board), but I think it's not the same meaning as you were trying to say, OK? So, go to the dictionary and it doesn't have the same meaning. Here you are (<i>giving him a dictionary</i>), but I'm not sure this is the same meaning. Remember you can have a word, but that word has a different meaning in English. Ok ? No more Sitcom. Realities, wow!!	Answering questions Negative feedback Instruction (vocabulary training)	T provides vocabulary information T questions student's answer T provides explanations/guidelines regarding learning vocabulary
160	STS	Desafio, Protagonistas de Nuestra Tele, Big Brother..		
161	T	(<i>writes some of them on the board</i>)	???	???
162	ST	La Voz		
163	T	This is not a reality	Negative feedback	T questions student's answer
164	ST	Yo me Llamo		
165	T	No, it's a talent show. (<i>He decides to write on the board TALENT SHOW</i>)	Negative feedback	T questions student's answer and corrects it

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166	STS	la Voz, Factor X...		
167	T	<i>(Writes on the board either names of talent shows as well as Realities).</i> Now, news reports	Announcing next activity	T provides guidelines about the next step of the activity
168	STS	Septimo Dia, Noticias Caracol, CV Noticias, Televisa.. NTN24		
169	T	<i>(writes them on the board).</i> Quiz show	??? Announcing next activity	T provides guidelines about the next step of the activity
170	STS	El Precio es Correcto, Quien Quiere Ser Millonario..		
171	T	<i>(Writes on the board).</i> Documentaries	??? Announcing next activity	T provides guidelines about the next step of the activity
172	STS	Entre Ojos, Pirry, Septimo Dia..		
<i>(This activity goes on like this until the end. They say names of talk shows, drama, films, among others)</i>				
173	T	I think you spend most of your time watching TV. Any other TV program?	Scaffolding	T uses this strategy to draw background knowledge and complete the activity
	STS	El Boletín del Consumidor		
174	T	News...	Scaffolding Announcing next activity	T provides guidelines about the next step of the activity
175	ST	Teacher, le faltó los programas de chismes.		
176	T	Ah, yeah. Where do you classify SWEET? Is it a talk show? SWEET? Good. we may have to make a new.. category	Asking for information (Scaffolding)	T requests students to classify a specific program

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177	ST	Sport talk show		
178	T	Sport, probably not Sport talk show, Torregloza. (<i>Writing on the board SPORTS</i>). Sport programs	Negative feedback	T questions and corrects student's answer
179	STS	Al Dia con el Junior, MI Pasión Rojiblanca		
180	T	Ok. Our last activity. Finally, ahh, cartoons	Announcing next activity	T announces the last stage of the activity
181	STS	Dragon Ball Z, Pinky and Cerebro...		
182	T	How incredible. I mean, the amount of information about television. Let's make a conclusion here. What do you notice with these programs? Look at the classification. Say a conclusion. What do you think? What do you watch the most?	T methodology (Making inferences)	T requests students infer based on the information they provided about TV programs and their types
183	STS	(<i>discussing</i>)		
184	T	In my opinion, these are the categories you watch the most (<i>pointing at talk shows, films</i>)	Opinion	T provides his viewpoint
185	STS	Reality shows		
186	T	When you say about a program, you say 5 or 6. I didn't write all, but... see? It's that , this a picture of Colombian television ? or this is a picture of what you watch on television ? I would say yes	Scaffolding	T uses this technique to make students reflect about their program choices
187	ST	No		
188	T	No, why?	Asking for clarification	T requests student to support his/her answer
189	ST	I don't watch much television		

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190	T	What do you watch?	Scaffolding	T uses this strategy to expand or support student's answer
191	ST	Warner Channel		
192	T	What kind of programs do you watch?	Scaffolding	T uses this strategy to expand or support student's answer
193	ST	Sitcoms		
194	T	Directly in English or with a closed caption?	Scaffolding	T uses this strategy to expand or support student's answer
195	ST	With a closed caption		
196	T	What do you watch? Say a program you like the most and tell me why you like	Scaffolding	T uses this strategy to expand or support student's answer
197	ST	El Capo		
198	T	El Capo, why you like El Capo?	Positive feedback Scaffolding	T praises student's answer T uses this strategy to expand or support student's answer
199	ST	Because I don't know to say. You know all the trama		
200	T	The plot	Answering questions	
201	ST	The plot is.. (unlcear voice). There are beautiful women. For example, the detective that was looking for Pablo Escobar Jaramillo, who is the protagonist, was beautiful. And the woman that was his wife and the other women that were next to him. All of them. That's why I like		

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202	T	According to what I heard, you watch El Capo because there are beautiful women. Not the plot. It's the same history as Pablo Escobar	Paraphrasing	T summarizes what the student said
203	STS ST	No, it's different Yes. I read the Pablo Escobar history and most of the cases that appear in the program are related to the Pablo Escobar life because I read about Pablo Escobar life and I have a documentary in my house and they try to copy Pablo Escobar's life in another ahhh, El Patron del Mal. They all follow the same line. Anyway, the protagonists are beautiful. The actress		
204	T	Ok, ..(unclear word. What or who) was last listening practice?. But if you want, if you want, we can do it next session, because as you see here, we have a listening quiz for unit 9 and this is next session. Do you think we need a practice before that?	Instruction Freedom to choose	T gives students freedom to decide when to undergo the listening activity
205	ST	Yes		
206	T	Ok, practice next session and listening practice. Ahh, remember that the grammar for unit 9, the next grammar and vocabulary quiz is conditionals page 106 and today's topic. What is it?	Announcing the next activity Instruction	T states the next step in the activities T reminds students guidelines for unit 9
207	STS	Relative clauses		
208	T	Conditionals in page 106 and relative clauses on page 107.	Instruction	T states the next steps in the

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		<p>This is the grammar, OK? You have to study that grammar for the quiz and vocabulary obviously is all those tenses.</p> <p>We start unit 10 maybe next session. So, get the material for that unit and we are almost finishing unit 10 in a week how do you feel with the units, are we going very fast, is that the correct speed, or are we going very slowly? I don't know. You tell me. That's an evaluation for me</p>	Ground rules	<p>activities</p> <p>T highlights the requirements for next unit</p>
209	STS	Slowly		
210	T	(repeats)	Positive feedback	T praises students' answers
211	STS	No. Phrasal verbs		
212	T	Phrasal verbs? Are there phrasal verbs in this unit?	Asking for clarification	T request students to confirm one of the topics within the unit
213	STS	Yes		
214	T	Where?	Asking for information	
215	STS	107		
216	T	<p>107? Oh, yes.</p> <p>Let's do it. Just for... and this is part of the vocabulary. Ok? Let's do it. Do you say turn on or turn down the TV?</p>	<p>Positive feedback</p> <p>Instruction</p>	<p>T praises student's answer</p> <p>T provides guidelines for the upcoming activities</p>
217	STS	Turn on		
218	T	<i>(Stands up and goes to the light switch)</i> Do you turn on or turn down?	Teaching methodology (mimicking)	T uses his body language to infer meaning or teach vocabulary
219	STS	Turn on		

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220	T	Ok? So, it's up to you. Hey. Turn down the..	Scaffolding	T uses this strategy to complete the activity
221	STS	Volume		
222	T	Turn down the volume or turn off the TV. Don't worry. Everything will turn ...	Positive feedback Scaffolding	T praises student's answers by repeating T uses this strategy to complete the activity
223	STS	Out		
224	T	<i>(Repeats answer)</i> . Johnny turned... at the very last minute	Positive feedback Scaffolding	T praises student's answers by repeating T uses this strategy to complete the activity
225	STS	Andrea		
226	T	<i>(repeats answer)</i> . Ok, Andrea turned up in the last minute	Positive feedback Scaffolding	T praises student's answers by repeating T uses this strategy to complete the activity
227	STS	Ahhh		
228	T	And the last one...	Scaffolding	T uses this strategy to complete the activity
229	STS	Turn down the music		
230	T	Ok, thank you. Ahh, any suggestions for this group about the presentation, please? Say something. How was the activity? direct to the point	T methodology Peer evaluation	T asks students for insights about the presentation carried out by their classmates
231	STS	<i>(Nobody answers)</i>		

T	PART	WORDS-ACTIONS	CATEGORY	ANALYSIS-INTERPRETATION
1	T	<p>Teacher writes on the board session 12, September 20th, Unit 10, whose agenda is:</p> <ol style="list-style-type: none"> 1. <i>Warming: Discussion-preparation to read</i> 2. <i>Listening: Music! / Identifying speakers</i> 3. <i>Reading: Britain's teenagers/ Comprehension</i> 4. <i>Grammar and vocabulary quiz: 50 minutes (3:40)</i> 5. <i>Task: format selection for the writing project</i> <p><i>Extra remark: In your notebook, please number from 1 to 8, go to exercise 1, page 112 and say T or F about Colombian teenagers. Be ready to support your answer (just 5 mins)</i></p> <p>Ok, this is the agenda for today. Please, remind me that at 3:40 we start the quiz. When it's 3:40, stop and we start, ok?</p> <p>(pointing at the board) .This activity is a preparation to read. So, in your notebook please number from 1 to 8. Then, go to exercise 1, page 112 and say T or F about Colombian teenagers, OK? Say that's true, that's false and at the same time be ready to support your answer. So, you say true, you say false. Tell me</p>	<p>Ground rules</p> <p>Teacher's methodology (Warm-up/ contextualization)</p>	<p>The teacher always writes the agenda of the unit at the beginning of the session in order to let the students know and guide them about what the contents of this unit entails</p> <p>T provides instructions about the upcoming tasks</p>

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		why this is true or false, ok? Remember that's your opinion, but (elongating) you have to support your opinion		
2	STS	<i>(start approaching page 112, exercise 1)</i>		
3	T	<i>(Walks around the room to monitor if students are working).</i> Ok, 5 mins. Let's... with the first statement. Those who say true, raise your hands, (repeats direction)	Instruction	T provides directions belonging to the first activity
4	STS	<i>7 raised their hands</i>		
5	T	Aja.. those who said the statement is false, raise your hands.		
6	STS	<i>Nobody raises their hands</i>		
7	T	Nobody? What about the rest? Uhm. Those who raised their hands first, tell me why <i>(reading the first question)</i> most of them have got mobile phones. Teenagers have mobile phones	Asking for information	T requests sts to support their answers
8	ST1	I think it's true because in this moment everybody has mobile phone. In the reading, in the part that says that more than 90% of 12 to 16 year olds have a mobile		
9	T	What about Colombia?	Scaffolding	T uses this strategy to male students relate this information to their own country or to draw background knowledge
10	ST1	Colombia?		
11	T	Colombian teenagers	Scaffolding	T uses this strategy to male students relate this information to their own country or to draw background knowledge

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12	ST1	Here, teens, everybody have a mobile phone		
13	T	And the reason is that...	Scaffolding	T uses this strategy to complete the activity
14	ST	Because it's necessary for communicate with another person		
15	T	Maybe to control teenagers. This is a cell phone to you and the next thing you know is "yes, dad, yes". Ok? Number 2: none of them owns a video camera. True or False? True (raising his hand)	Explanation	T provides extra information about a piece of information related teenagers
16	STS	<i>Nobody raises their hands</i>		
17	T	False?	Asking for information	
18	STS	<i>Almost everybody raises their hands</i>		
19	T	100%. Ok Who can support that?	Asking for clarification	T requests sts to support their answer
20	ST2	Cell phones have video camera and it's easy to them to.. (unclear voice)		
21	T	Ahh, the cell phone has a video camera. It's different from a single video camera (<i>approaching the observer</i>). That's an example, that's not a cell phone, but a video camera and they are talking about just a video camera. So?	Explanation Scaffolding	T provides extra information about a piece of technology T uses this strategy to complete the activity
22	ST1	Expensive		
23	T	They are expensive	Positive feedback	T praises student's answer
24	ST1	And the cell phone has the same		

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		camera		
25	ST3	But they pay by credit card		
26	T	Ahh, they pay by credit, but teenagers. They have credit cards?	Positive feedback Scaffolding	T praises student's answer T uses this strategy to complete the activity
27	ST3	Yes		
28	ST1	No		
29	T	We are talking about Colombian teenagers. Do they have the cash, the money to buy a video camera?	Clarification	T emphasizes the focus/scope of the question
30	STS	No		
31	T	Maybe the cell phone, camera (using body language). Number 3: some of them can use a computer. <i>(repeating this question 3 times)</i> .True!! <i>(raising his hand)</i>	Instruction	T asks the answer for the next question
32	ST4	False		
33	T	No, I said true. What about you? <i>(pointing to another student)</i>	Asking for information	T asks the answer for the next question
34	ST4	No, false		
35	T	Ok, false. Ok, you say why it's false	Instruction	T asks the sts to support their answer
36	ST4	Teacher, it depends. If they have a computer or if they can make use of the computer because sometimes computer is not shared in the house. For example: Can you imagine if I am for example the mayor brother of all brothers? My father, how can I say "consentiria mas a los chiquitos", "consentiria mas a los pequeños?		
37	ST5	Humor		

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	ST4	Parents humor. I am the mayor, they can tell me "hey, you study in a university. There are a lot of computers. You can make use of the computer in the university and not here in the house. In your house, your little brothers have to use make of the computer, not you "		
38	T	Well, I think that what it states here is the opportunity of using the computer. Can they use a computer?	Explanation Asking for information	T provides extra information about the issue they are approaching
39	STS ST6	(Some) yes. In the house		
40	T	Now, imagine he is just a teen, 11-12 years old and is using the computer. Ahh.. number 4: only a few wear designer clothes. True (raising his hand and repeats the statement)	Asking for information	T asks the answer for the next question
41	STS	Only 2 raise their hands		
42	T	Ok, you two have said no, why? Kevin and Elmer. (rereading the statement)	Asking for clarification	T requests sts to support their answer
43	ST7	Because not all teenagers can buy their designer clothes		
44	T	They don't buy their own clothes. Designer clothes are expensive Ok. The majority said true. Why? Come on, defend yourselves. True. Only a few wear designer clothes	Clarification Asking for clarification	T provides extra information to correct some answers T requests sts to support their answer
45	ST9	Teenagers don't have the power to pay. They can't afford POSTER or GUCCI. It's only a few, all those who have money		

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46	T	<p>So, first, because they don't have money and second, they don't know about fashion. Teenagers are just opening their minds to the world. It's because... you know about fashion CALVIN KLEIN, NIKE, but they don't know.</p> <p>They just know about what? What do they know? What is their fashion plan? What is in fashion for them right now, for teenagers? Imagine: you were teenagers a few years ago. Imagine, what is in fashion for teenagers right now?</p> <p>Comedies or cartoons?</p>	<p>Clarification</p> <p>Asking for information</p> <p>Scaffolding</p>	<p>T provides extra information to clarify</p> <p>T asks sts for the answer</p> <p>T uses this strategy to draw background knowledge</p>
47	STS	Cartoons		
48	T	<p>Cartoons. What else, music. What is in fashion for them?</p> <p>Ok, about music, number 6: the majority of them listen to hip-hop. Ok, it's not hip-hop here. The majority of them listen to (pointing at his students). The majority of them listen to...</p>	<p>Positive feedback</p> <p>Scaffolding</p>	<p>T praises student's answer</p> <p>T uses scaffolding to complete the activity</p>
49	STS	Reggaeton	<p>Positive feedback</p> <p>Scaffolding</p>	<p>T praises student's answer</p> <p>T uses scaffolding to complete the activity</p>
50	T	Reggaeton. The majority of them listen to...	<p>Positive feedback</p> <p>Scaffolding</p>	<p>T praises student's answer</p> <p>T uses scaffolding to complete the activity</p>
50	STS/T	Champeta		
51	T	The majority of them listen to..	Scaffolding	T uses scaffolding to complete the activity

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52	ST9	Carrilera		
53	T	Carrilera? <i>(surprised)</i> . Ok, reggaeton and champeta	Negative feedback	T questions student's answer
54	ST10	Salsa, si, un poquito		
55	T	The majority of them listen to...	Scaffolding	T uses scaffolding to complete the activity
56	ST10	Crossover		
57	T	Crossover. What is crossover?	Scaffolding	T uses scaffolding to complete the activity/get extra information from sts
58	ST10	De todo un poco		
59	T	It's a mixture. It's not a kind of music	Explanation	T provides extra information to clarify a concept
60	ST10	Un poquito de reggaeton, un poquito de vallenato..		
62	T	Ok, number 7 <i>(the activity goes on like this until the end)</i> . Well, we go to two listening activities. The first one is MUSIC, five minutes. Ahh, what are the different kinds of music do you have in your books?	Announcing next activity Teacher's methodology (Warm-up/ contextualization)	T provides the guidelines of the next activity
63	STS/T	<i>(reading the options on page 112, ex. 2)</i> Reggae, hip-hop, nu-metal...		
64	T	<i>(After the track finishes)</i> OK		
65	STS	Again		
66	T	Wait a second. Uh, uh. I'm going to play the file again and you tell me what kind of music that was. Ok, the first one. Ok, it's not working. What is number one for you?	Instruction	T provides guidelines to address the task at hand

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67	STS	Jazz		
68	T	Jazz. That's it. It was Jazz. Good. How did you know it's jazz?	Positive feedback Asking for clarification	T praises the student's answer b repeating T asks sts to support their answer
69	STS	The saxophone		
70	T	The saxo was.. (<i>unclear voice</i>). Ok, number 2. What was the music	Asking for information	T requests sts to answer the next question
71	STS	Techno		
72	T	Are you used to that? What is techno music? Tech music? It's like a mixture. What kinds of sounds you hear in tech music?	Scaffolding	T uses this strategy to complete the activity and draw background information
73	ST10	Guitar		
74	T	Guitar sound, like ...	Scaffolding	T uses this strategy to complete the activity
75	ST10	Digital		
76	STS	Digital sounds !!! Not played by musical instruments, but digital. It's not exactly like the natural sound. It's different than that. Ok, number 3		
77	STS/T	Reggae		
78	T	Why was reggae?	Asking for clarification	T asks sts to support their answer
79	STS	<i>(choral answer- unclear)</i>		
80	T	The melody and rhythm. It's the rhythm. You feel like dancing on the clouds. I know what you're thinking about (approaching a student and laughing) Ahh, four!!!	Explanation	T provides extra information to clarify a concept
81	STS	Disco, hip- hop (<i>they seem</i>		

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		<i>hesitant)</i>		
82	T	We're not sure about that. Ok, it's hip-hop. You have a new task. You have to bring to the class two samples of hip-hop music. Bring one or two in this USB memory and we can play it here. Five	Negative feedback Instruction	T is unsure about the concept of hip hop. therefore, he asks sts to bring samples of such genre
83	STS/T	Rap	Instruction	T provides explanations about the next tasks
84	T	How did you know that it's rap?	Asking for clarification	T asks sts to support their answer
85	STS	<i>(Hesitating, nobody answers)</i>		
86	T	How did you find it? Rap	Asking for clarification	T asks sts to support their answer
87	ST11	Because it's a rapid song. There is a lot of rhythm and rhymes		
88	T	Phrases, something...?	Asking for clarification	T asks sts to support their answer
89	ST11	Similar sounds and words		
90	T	Ahh, you mean the rhythm and rhyme, rhyme. Good. Very fantastic. Six!!	Inference Positive feedback	T expands the concept by inferring
91	STS	Classic		
92	T	Why it's classical music? The piano? The piano is also salsa	Asking for clarification	T asks sts to support their answer
93	ST	Teacher, because of the cello		
94	T	Ahh, the cello and the..		
<p><i>(The activity continues like this. Sometimes, students don't have the answer or the clue to answer the kind of music they hear and classify. Therefore, the teacher encourages them over and over to participate orally, to provide support to their answers)</i></p> <p><i>Another remarkable feature is that students did not have any idea about the difference between pop and disco music.</i></p>				
95	T	Who was to the disco here? (raising his hand) Be serious, come on, tell me the truth. Nobody was to the disco here?	Teacher methodology (drawing background knowledge)	T asks sts to relate personal experiences with the next activity or expand topic

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				familiarity
96	ST1	<i>(Raises his hand)</i>		
97	T	Where did you go? When ? with friends? Dancing? Have you ever been to a disco? So? What's going on? Asking adolescents about dancing at the disco and they say <i>(shaking head)</i>	Scaffolding	T uses this strategy to draw background knowledge
98	STS	<i>(Laugh)</i>		
99	T	Never.. strange. Ok. So, we can.. 10 minutes. Now, what do you think is the reading about? Check the article. Please, check the text. We are already speaking about music. We are already speaking about music. We are already speaking about computers, clothes.. What do you think is the text about without reading? Check the title ALL ABOUT BRITAIN'S TEENAGERS. Say something. Tell me what is the text about. Please, don't read. Just check the title(s)	Negative feedback Teacher methodology / Reading instruction (Prediction)	T questions student's answer T asks preliminary questions to make sts infer/foresee about the possible topic or theme of the article
100	ST12	It's about teenagers' lifestyle		
101	T	(repeats), but Colombian teenagers	Positive feedback Scaffolding	T praises sts answers by repeating T uses this strategy to relate or draw background knowledge
102	STS	Britain's teenagers		
103	T	Are they different from Colombian teenagers?	Scaffolding	T uses this strategy to relate or draw background knowledge
104	STS	Yes		

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105	T	Sure? So, they are teenagers. We have teenagers here.	Asking for clarification	T requests sts to support their answers
106	STS	Different culture		
107	T	They have different culture. So, they have different customs	Positive feedback	T praises sts answers by repeating
108	STS	Yes		
109	T	Ok, just mention one difference. just mention one difference	Scaffolding	T uses this strategy to relate or draw background knowledge
110	STS	Clothes		
111	T	The clothes. Sure. What's the difference?	Positive feedback Scaffolding	T praises sts answers by repeating T uses this strategy to relate or draw background knowledge
112	STS	Weather		
113	T	Ahh, because of the weather. They wear..	Scaffolding	T uses this strategy to complete the activity
114	STS	Jacket		
115	T	Jacket. We wear...	Scaffolding	T uses this strategy to relate or draw background knowledge
116	STS	T- Shirts		
117	T	Good, Ok. Let's stop here. We don't have much time. Let's move to the grammar and vocabulary quiz. Before that, please, in your books you have from unit 7, attention to this. Go to unit 7. Sorry, unit 8, you have the module for writing an essay. Attention to this, an essay, a	Positive feedback T methodology (Contextualization) Instruction	T praises sts answers by repeating T provides guidelines about the next activities

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		module for writing an essay. On unit 9, you have a module for writing a review. And, finally, on unit 10, you have a module for writing a letter of complaint. I want you to take a decision and tell me which of these 3 modules you want to choose for writing. Let's decide. Check the 3 modules and decide, because we have to choose just one. Explain that next session and we are going to write. Ok? So, tell me. Don't take the decision now. Ok? Bring that decision next session		
118	ST1	About what?		
119	T	<p>(Repeats instructions) Choose one of these modules. I want you to select just one module. Ok? This is in unit 8, this is in unit 9 and this is in unit 10. Check, go over the unit, analyze the examples and tell me "teacher, I think we can write this" I don't mind which one you choose. Ok? This is for the first partial, Ok? So, you have to write a short... (unclear voice).</p> <p>Ok? Now, rows. Come on (arranging chairs for the grammar and vocabulary quiz)</p>	T methodology (Contextualization) Instruction	T provides guidelines about the next activities
120	T			
160	STS			

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VIII. Analysis Classroom Observation 9- SEPT 25,2012

ENTREVISTA –TEACHER'S			
Pregunta	Respuesta	Categoría	Comentarios
1 On August 28th, according to your agenda, you were going to teach or train students in skimming and scanning strategies, right? Did you do that? How did you do it?	Yes, I did. Of course, this was the first step to introduce them into specific set of strategies attempting to improve their reading comprehension. So, I started with skimming that is the first strategy to learn and you know what it consists of.. I explain that strategy and then scanning and then I am taking some exercises for studying that. I think you videotaped that part and these are strategies they need to practice. So, that class was only for teaching them how to do it and the other sessions just give them the text and I ask some questions and they need to use it. The idea is that they, in that class, was they had the explanation about that strategy and then all the class, all the session they should put into practice that and both related to their process of reading comprehension	Metodología de enseñanza de estrategias lectoras: skimming – scanning	El docente primero explica luego practica las estrategias de skimming y scanning empleando ciertas preguntas creadas por el mismo En realidad, nunca explico estas estrategias de manera explicita (definición, uso, razones o cuando)
2 What difficulties did you find when it comes to	Some of them, I think the majority of them had no idea about those strategies. They were just reading just as another genre/type of text. So, in	<i>Creencias sobre Dificultades de los estudiantes el momento de enseñar</i>	El profesor considera que la mayor dificultad fue que los estudiantes desconocen la existencia de las

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<p>this, in that moment?-</p>	<p>this case I noticed they paid attention more to the context, more to clues related to text before reading. I remember that I told them not to read the text... just look it over... aside the text and not to read it. Then I asked them some questions and they answered them correctly</p>	<p>estrategias lectoras: Desconocimiento de estrategias lectoras por parte de los estudiantes</p>	<p>estrategias de lectura .</p> <p>El docente empieza por pedirle a los estudiantes que miren las pistas u otra información externa al texto antes de leer para luego preguntarles al respecto a fin de contextualizarlos en el posible tema de lectura</p> <p>Si esto pasa por que no ha explicado las estrategias de lectura de manera explicita?</p>
<p>3</p> <p>Did you explicitly explain what skimming is, what scanning is? Or you just did exercises?</p>	<p>I remember that there was part of an explanation and part of exercises. First, I told them the idea of... if I'm not sure... the idea of a scanner. They asked about the word scanning and I told them to compare that word with the word scanner: the machine they use in a hospital and they look for specific information and that the definition I gave it to them and also with skimming 'cause I told them just to read titles, paragraphs. They pay attention to the pictures and they understood what it is... like the general idea</p>	<p>El docente explica de manera puntual las estrategias lectoras de scanning_ skimming</p>	<p>El docente primero explica las estrategias de scanning por medio de la relación con algo cotidiano (una maquina escaneadora). Luego, aborda la enseñanza de skimming a partir de la exploración del título, imágenes, párrafos</p> <p>No estuve en la clase en la que el docente explica estas estrategias</p>
<p>4</p>	<p>Well, the thing was that to</p>		

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<p>You told me that they had difficulties related to the fact they didn't have any idea what they were, what these two strategies were. How did you solve such difficulty?</p>	<p>improve reading comprehension. I need to improve their velocity and some of them answered... at the end of the activity some of them answered the questions faster than the first moment because they just put into practice the strategies and they noticed they had more comprehension than previously with those ahh... the process of just reading the text. They were not paying attention to anything... just the text</p>	<p>Estrategias docentes para superar dificultades de los estudiantes al momento de leer textos: comprensión y velocidad</p>	<p>El docente observa que algunos estudiantes mejoraron su velocidad y comprensión luego de haber puesto en práctica las estrategias abordadas en clase</p>
<p>5 As far as I can see, I've noticed that every class you write an agenda and you follow it to the letter... mostly unless some situations happen, for example: today (rally classroom by classroom). What is the objective of such agenda?</p>	<p>You know that my class lasts 2 hours and we have classes with 3 hours and I need to give them.. I could say a very motivating class. So, I need to give them a variety of aspects or things to do instead of giving them one or two activities. So, I try to use this... with this activity we are going to improve our skill of this.. and with this activity I'm planning you to do this. So, I give them like I set of different activities to do today. And this is also like a schedule to control my time. So, when I see that something happens as you said, I say "ok, this activity was postponed, I can't do this activity because there is not time</p>	<p>Practicas/rutinas del docente en clase: agenda de trabajo en el tablero</p>	<p>El docente afirma que la agenda es usada para dar una guía o norte a los estudiantes que incluye las actividades y los objetivos que persiguen los mismos además de ser un mecanismo de control del tiempo y ser una pieza de información para aquellos estudiantes que llegaron tarde y sepan que actividades o pasos "perdieron" y evitar, en cierta medida, preguntas innecesarias tales como "por dónde vamos y/o qué</p>

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	<p>“or if I have to give them a quiz as in one section, I need to give them this activity, but not this one. My agenda is just for controlling time, and motivation and also because it is like a poster in which those students enter the class a few moments later or they have arrived an hour after we started the class, they can check the agenda and say “ahh, this is what I have lost”. It saves time and it also saves questions</p>		<p>sigue?”</p> <p>La agenda es una herramienta que ayuda a los estudiar a dar un norte a cada sesión</p>
<p>6 Have you explained the structure of every text you have worked with?.. for example: this is a description. So, how a description begins, develops or ends; what information you can find in description, what information you can find in a narrative, how the</p>	<p>No, I haven't because I'm following like a.. well, I'm following the series and the book I use has a sequence of texts and every model, I teach every pattern. And if I say” well, I'm going to teach you all these kinds of texts with examples; I thinks it sounds boring for them. So, every new text brings a new structure, a new strategy and also what the type of text is</p> <p>You notice when I start asking about comprehension my first question is what type of text is this?... And we follow that</p>	<p>Metodología del docente relacionado a la explicación de los tipos de textos, su estructura y tipo de información que contienen o presentan</p> <p>Creencias del docente relacionado con explicar los tipos de textos, su estructura y tipo de información que contienen o presentan</p>	<p>El docente cree que la explicación de los tipos de textos y sus ejemplos seria aburrido. Por ende, él aborda este aspecto preguntando a sus estudiantes que tipo de texto están leyendo, lo cual no sería adecuado ya que los estudiantes desconocen la clasificación de los textos o text types</p> <p>Existe un concepción errada sobre la enseñanza de los tipos de texto, lo cual facilitaría mucho la comprensión de textos</p>

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narrative is structured..			
7 In your opinion, do you think that all the activities in the text, some of them, most of them; none is or are associated, linked with the reading articles?	I think most of them because if you have noticed the text, they have in four units they have read, I would say 6 or 7 texts: a cartoon, a dialogue, an article. I don't remember exactly, but they have read different types of texts. And that's good because it allows me to give them a variety of texts and they associate those texts and they start to discuss. So, the speaking sessions they refer it always to the text either this is oral or writing.	Relacion del artículo de lectura con las actividades de clases	El docente afirma que en su gran mayoría existe una relación entre el artículo y las actividades, lo cual aprovecha para que los estudiantes exploren y discutan de manera oral y/ o escrita El observador identifico que existe poca relación entre las actividades y los artículos contenidos en el texto guía
8 What strategies do you favor the most and why?	Favor.. I,like motivation, so I don't like to stick to a specific strategies. I like variety, but thinking about which strategies foster reading comprehension... I would say skimming	Estrategias de lectura preferida por el docente	El docente prefiere la estrategia lectora skimming Se podría añadir otras estrategias: prediction , key word identification
8 ^a Why?	Well... because there are some students that have a low level of vocabulary, some students which maybe don't have cultural... background knowledge referring to the topic.. and just giving them a help with the context, giving them a help with those clues around the text, they may approach to the meaning. So, it's like an obstacle that vocabulary, there's	Razones por las cuales prefiere estrategias específicas de lectura	De acuerdo al docente, esta estrategia ayuda a los estudiantes a mejorar su nivel de vocabulario, su conocimiento del aspecto cultural y previo. Además de esto, los sts pueden identificar el sentido del texto. Skimming fostering too Little

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	an obstacle with the cultural background, they might find very helpful those clues around the text, such as: the pictures, the title, the words they know, the cognates. I foster skimming		
8B Any other strategy that you foster or favor besides skimming?	Well... I haven't tried, but I would like to investigate the use of mind mapping. Why mind mapping? Because this is a very complex process and if a student can design a mind mapping referring to the text, that would be the indicator that he understands the text	Estrategias adicionales preferidas por el docente: mind mapping	El docente preferiría abordar mapas mentales ya que según él, este sería un indicador que demuestre que el estudiante entendió el texto El docente no es consciente que ha favorecido en cierta medida, predicción e identificación de palabras claves
9 Have you tried graphic organizers?	No, I haven't.	Empleo de otras alternativas/ herramientas metodológicas que desarrollen habilidades lectoras: graphic organizers	El docente no ha empleado/ implementado organizadores gráficos en sus clases para desarrollar habilidades de lectura
10 In the other sections when you wrote your agenda, I didn't see any other specific strategies on the board. The	That's a good question. I did not because I want them to concentrate specific steps in the process of reading and... what I wanted the first time was that they knew that there were some strategies referring with how to read with good comprehension. Following sessions were	Secuencia o progresión en la enseñanza de estrategias de lectura	El docente quería inicialmente que los estudiantes supieran que existen ciertas estrategias de lectura. Sin embargo, solo abordó dos, los cuales él considera son

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<p>first section you wrote skimming and scanning, but the coming/next ones you didn't write any strategies on the board. You just wrote reading, the name of the article, the page number and that's it. Why?</p>	<p>directed to the process of reading or they are directed to the process of reading and maybe I haven't announced what strategies they are going to use, but I have been using all these strategies, such as, let's see for example: this is a dialogue. It's a different type of text. So, you can read it like this. We are going to read this in a different way... explaining the type of text and what they are going to find in that text. So... but I'm planning to with the third and four strategies, in the following sessions, I'm planning to give them another strategy. The idea was like "let's move t different types of texts and let's see what we found. Remember when you mentioned something about different types of text. So, different types of text have a different explanation.</p>		<p>esenciales para entender bien textos, pero faltan otros que son esenciales para esta tarea.</p> <p>Las sesiones posteriores se enfocaron en el proceso de lectura, el cual no tuvo un norte muy bien definido diferente a responder unas preguntas.</p> <p>Las sesiones siguientes a estas, no se explicó estrategias lectoras adicionales</p> <p>El docente no es consciente que ha favorecido en cierta medida, predicción e identificación de palabras claves</p>
<p>11 You told me the strategies you favored the most. Could you tell me the strategies you favor the least?</p>	<p>It's hard to say because I see that every text is like a different way to approach. So, you can say that I'm not to use this because with a different text you have to use a different type of strategies. You see what I mean?. The ones I favor the least... I would say reading aloud, translation</p>	<p>Estrategias de lectura menos preferidas por el docente: read aloud, translation</p>	<p>El docente no prefiere enseñar lectura en voz alta y traducción</p> <p>Parece no conocer todas las estrategias lectoras</p>
<p>11A</p>	<p>I think their interest may</p>		<p>Las razones por</p>

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Why?	<p>be affected because if I asked them to read aloud, they would concentrate on how they pronounce it, but not in comprehension and with refer to translation, they would get accustomed to give me the idea in their native language and not by using English that is what you expect them to do, you see?</p>	<p>Razones de esta no preferencia</p> <p>Misconception about the teaching of other strategies (translation)</p>	<p>las cuales el docente no prefiere las estrategias de lectura en voz alta y traducción son que los estudiantes no estarían enfocados en su comprensión , sino en su pronunciación al igual que la posible tendencia a acostumbrarse a dar la información en su lengua nativa en vez de ingles</p> <p>Existe una concepción tal vez errada sobre la enseñanza de otras estrategias</p>
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IX. Analysis Teacher's Interview

ENTREVISTA –TEACHER'S			
Pregunta	Respuesta	Categoría	Comentarios
1 On August 28th, according to your agenda, you were going to teach or train students in skimming and scanning strategies, right? Did you do that? How did you do it?	Yes, I did. Of course, this was the first step to introduce them into specific set of strategies attempting to improve their reading comprehension. So, I started with skimming that is the first strategy to learn and you know what it consists of.. I explain that strategy and then scanning and then I am taking some exercises for studying that. I think you videotaped that part and these are strategies they need to practice. So, that class was only for teaching them how to do it and the other sessions just give them the text and I ask some questions and they need to use it. The idea is that they, in that class, was they had the explanation about that strategy and then all the class, all the session they should put into practice that and both related to their process of reading comprehension	Metodología de enseñanza de estrategias lectoras: skimming – scanning	El docente primero explica luego practica las estrategias de skimming y scanning empleando ciertas preguntas creadas por el mismo En realidad, nunca explico estas estrategias de manera explicita (definición, uso, razones o cuando)
2 What difficulties did you find when it comes to this, in that moment?-	Some of them, I think the majority of them had no idea about those strategies. They were just reading just as another genre/type of text. So, in this case I noticed they paid attention more to the	<i>Creencias sobre</i> Dificultades de los estudiantes el momento de enseñar estrategias lectoras:	El profesor considera que la mayor dificultad fue que los estudiantes desconocen la existencia de las estrategias de lectura .

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	context, more to clues related to text before reading. I remember that I told them not to read the text... just look it over... aside the text and not to read it. Then I asked them some questions and they answered them correctly	Desconocimiento de estrategias lectoras por parte de los estudiantes	El docente empieza por pedirle a los estudiantes que miren las pistas u otra información externa al texto antes de leer para luego preguntarles al respecto a fin de contextualizarlos en el posible tema de lectura Si esto pasa por que no ha explicado las estrategias de lectura de manera explicita?
3 Did you explicitly explain what skimming is, what scanning is? Or you just did exercises?	I remember that there was part of an explanation and part of exercises. First, I told them the idea of... if I'm not sure... the idea of a scanner. They asked about the word scanning and I told them to compare that word with the word scanner: the machine they use in a hospital and they look for specific information and that the definition I gave it to them and also with skimming 'cause I told them just to read titles, paragraphs. They pay attention to the pictures and they understood what it is... like the general idea	El docente explica de manera puntual las estrategias lectoras de scanning_ skimming	El docente primero explica las estrategias de scanning por medio de la relación con algo cotidiano (una maquina escaneadora). Luego, aborda la enseñanza de skimming a partir de la exploración del título, imágenes, párrafos No estuve en la clase en la que el docente explica estas estrategias
4 You told me that they	Well, the thing was that to improve reading comprehension. I need to	Estrategias docentes para	El docente observa que algunos

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<p>had difficulties related to the fact they didn't have any idea what they were, what these two strategies were. How did you solve such difficulty?</p>	<p>improve their velocity and some of them answered... at the end of the activity some of them answered the questions faster than the first moment because they just put into practice the strategies and they noticed they had more comprehension than previously with those ahh... the process of just reading the text. They were not paying attention to anything... just the text</p>	<p>superar dificultades de los estudiantes al momento de leer textos: comprensión y velocidad</p>	<p>estudiantes mejoraron su velocidad y comprensión luego de haber puesto en práctica las estrategias abordadas en clase</p>
<p>5 As far as I can see, I've noticed that every class you write an agenda and you follow it to the letter... mostly unless some situations happen, for example: today (rally classroom by classroom). What is the objective of such agenda?</p>	<p>You know that my class lasts 2 hours and we have classes with 3 hours and I need to give them.. I could say a very motivating class. So, I need to give them a variety of aspects or things to do instead of giving them one or two activities. So, I try to use this... with this activity we are going to improve our skill of this.. and with this activity I'm planning you to do this. So, I give them like I set of different activities to do today. And this is also like a schedule to control my time. So, when I see that something happens as you said, I say "ok, this activity was postponed, I can't do this activity because there is not time "or if I have to give them a quiz as in one section, I</p>	<p>Practicas/rutinas del docente en clase: agenda de trabajo en el tablero</p>	<p>El docente afirma que la agenda es usada para dar una guía o norte a los estudiantes que incluye las actividades y los objetivos que persiguen los mismos además de ser un mecanismo de control del tiempo y ser una pieza de información para aquellos estudiantes que llegaron tarde y sepan que actividades o pasos "perdieron" y evitar, en cierta medida, preguntas innecesarias tales como "por dónde vamos y/o qué sigue?"</p>

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	<p>need to give them this activity, but not this one. My agenda is just for controlling time, and motivation and also because it is like a poster in which those students enter the class a few moments later or they have arrived an hour after we started the class, they can check the agenda and say "ahh, this is what I have lost". It saves time and it also saves questions</p>		<p>La agenda es una herramienta que ayuda a los estudiar a dar un norte a cada sesión</p>
<p>6 Have you explained the structure of every text you have worked with?., for example: this is a description. So, how a description begins, develops or ends; what information you can find in description, what information you can find in a narrative, how the narrative is structured..</p>	<p>No, I haven't because I'm following like a.. well, I'm following the series and the book I use has a sequence of texts and every model, I teach every pattern. And if I say" well, I'm going to teach you all these kinds of texts with examples; I thinks it sounds boring for them. So, every new text brings a new structure, a new strategy and also what the type of text is</p> <p>You notice when I start asking about comprehension my first question is what type of text is this?... And we follow that</p>	<p>Metodología del docente relacionado a la explicación de los tipos de textos, su estructura y tipo de información que contienen o presentan</p> <p>Creencias del docente relacionado con explicar los tipos de textos, su estructura y tipo de información que contienen o presentan</p>	<p>El docente cree que la explicación de los tipos de textos y sus ejemplos seria aburrido. Por ende, él aborda este aspecto preguntando a sus estudiantes que tipo de texto están leyendo, lo cual no sería adecuado ya que los estudiantes desconocen la clasificación de los textos o text types</p> <p>Existe un concepción errada sobre la enseñanza de los tipos de texto, lo cual facilitaría mucho la comprensión de textos</p>

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7 In your opinion, do you think that all the activities in the text, some of them, most of them; none is or are associated, linked with the reading articles?	I think most of them because if you have noticed the text, they have in four units they have read, I would say 6 or 7 texts: a cartoon, a dialogue, an article. I don't remember exactly, but they have read different types of texts. And that's good because it allows me to give them a variety of texts and they associate those texts and they start to discuss. So, the speaking sessions they refer it always to the text either this is oral or writing.	Relacion del artículo de lectura con las actividades de clases	El docente afirma que en su gran mayoría existe una relación entre el artículo y las actividades, lo cual aprovecha para que los estudiantes exploren y discutan de manera oral y/ o escrita El observador identifico que existe poca relación entre las actividades y los artículos contenidos en el texto guía
8 What strategies do you favor the most and why?	Favor.. I,like motivation, so I don't like to stick to a specific strategies. I like variety, but thinking about which strategies foster reading comprehension... I would say skimming	Estrategias de lectura preferida por el docente	El docente prefiere la estrategia lectora skimming Se podría añadir otras estrategias: prediction , key word identification
8 ^a Why?	Well... because there are some students that have a low level of vocabulary, some students which maybe don't have cultural... background knowledge referring to the topic.. and just giving them a help with the context, giving them a help with those clues around the text, they may approach to the meaning. So, it's like an obstacle that vocabulary, there's an obstacle with the cultural background, they	Razones por las cuales prefiere estrategias específicas de lectura	De acuerdo al docente, esta estrategia ayuda a los estudiantes a mejorar su nivel de vocabulario, su conocimiento del aspecto cultural y previo. Además de esto, los sts pueden identificar el sentido del texto.

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	might find very helpful those clues around the text, such as: the pictures, the title, the words they know, the cognates. I foster skimming		
8B Any other strategy that you foster or favor besides skimming?	Well... I haven't tried, but I would like to investigate the use of mind mapping. Why mind mapping? Because this is a very complex process and if a student can design a mind mapping referring to the text, that would be the indicator that he understands the text	Estrategias adicionales preferidas por el docente: mind mapping	El docente preferiría abordar mapas mentales ya que según él, este sería un indicador que demuestre que el estudiante entendió el texto El docente no es consciente que ha favorecido en cierta medida, predicción e identificación de palabras claves
9 Have you tried graphic organizers?	No, I haven't.	Empleo de otras alternativas/ herramientas metodológicas que desarrollen habilidades lectoras: graphic organizers	El docente no ha empleado/ implementado organizadores gráficos en sus clases para desarrollar habilidades de lectura
10 In the other sections when you wrote your agenda, I didn't see any other specific strategies on the board. The first section you wrote	That's a good question. I did not because I want them to concentrate specific steps in the process of reading and... what I wanted the first time was that they knew that there were some strategies referring with how to read with good comprehension. Following sessions were directed to the process of reading or they are	Secuencia o progresión en la enseñanza de estrategias de lectura	El docente quería inicialmente que los estudiantes supieran que existen ciertas estrategias de lectura. Sin embargo, solo abordó dos, los cuales él considera son esenciales para entender bien

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skimming and scanning, but the coming/next ones you didn't write any strategies on the board. You just wrote reading, the name of the article, the page number and that's it. Why?	directed to the process of reading and maybe I haven't announced what strategies they are going to use, but I have been using all these strategies, such as, let's see for example: this is a dialogue. It's a different type of text. So, you can read it like this. We are going to read this in a different way... explaining the type of text and what they are going to find in that text. So... but I'm planning to with the third and four strategies, in the following sessions, I'm planning to give them another strategy. The idea was like "let's move t different types of texts and let's see what we found. Remember when you mentioned something about different types of text. So, different types of text have a different explanation.		<p>textos, pero faltan otros que son esenciales para esta tarea.</p> <p>Las sesiones posteriores se enfocaron en el proceso de lectura, el cual no tuvo un norte muy bien definido diferente a responder unas preguntas.</p> <p>Las sesiones siguientes a estas, no se explicó estrategias lectoras adicionales</p> <p>El docente no es consciente que ha favorecido en cierta medida, predicción e identificación de palabras claves</p>
11 You told me the strategies you favored the most. Could you tell me the strategies you favor the least?	It's hard to say because I see that every text is like a different way to approach. So, you can say that I'm not to use this because with a different text you have to use a different type of strategies. You see what I mean?. The ones I favor the least... I would say reading aloud, translation	Estrategias de lectura menos preferidas por el docente: read aloud, translation	<p>El docente no prefiere enseñar lectura en voz alta y traducción</p> <p>Parece no conocer todas las estrategias lectoras</p>
11A Why?	I think their interest may be affected because if I asked them to read	Razones de esta no preferencia	Las razones por las cuales el docente no prefiere

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	<p>aloud, they would concentrate on how they pronounce it, but not in comprehension and with refer to translation, they would get accustomed to give me the idea in their native language and not by using English that is what you expect them to do, you see?</p>	<p>Misconception about the teaching of other strategies (translation)</p>	<p>las estrategias de lectura en voz alta y traducción son que los estudiantes no estarían enfocados en su comprensión , sino en su pronunciación al igual que la posible tendencia a acostumbrarse a dar la información en su lengua nativa en vez de ingles</p> <p>Existe una concepción tal vez errada sobre la enseñanza de otras estrategias</p>
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X. Analysis Students'Interview

ENTREVISTA 1			
Pregunta	Respuesta	Categoría	Comentarios
1	Primero leo la pregunta de lo que me están pidiendo que yo responda. Depende de la pregunta, busco donde esta la posible respuesta y de esta manera coloco lo que yo considero si es falso o verdadero, según el texto. No siempre me va bien porque muchas veces no leo todo el texto para cortar el tiempo y entregar el examen más rápido. No siempre lo leo todo porque como sabe ... porque como no hay concordancia entre todo el texto, no es lo mismo leerlo completo a leer pedacitos donde de pronto uno cree que ahí esta la respuesta. Es por eso que no me fue tan bien, pero ya sé que mejor lo leo todo.	No es consciente del uso de estrategias cuando lee	Parece ser que la estudiante conoce la estrategia de SCANNING, pero no la usa porque tal vez no confíe en su utilidad. Por ende, lee todo el texto
1A	Depende el tipo de pregunta, porque a veces preguntan por año, a veces preguntan por época, a veces preguntan por opiniones personales. Entonces ahí uno va viendo que tipo de respuesta uno tiene que dar. Bueno, en este caso como es preguntas de falso y verdadero, es eh.. teniendo... como decirlo? Depende de lo que diga el texto , uno va a la pregunta y dice" bueno, esto puede	Estrategia de lectura: SCANNING	Aparentemente, la estudiante es consciente que existe una estrategia de lectura (SCANNING), con la cual puede contestar preguntas d manera rápida

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	ser falso o esto puede ser verdadero. Hay que tener bien en cuenta que es lo que dice la pregunta para no equivocarse porque a veces hay como unas trampitas así los cuales puede hacer a uno equivocarse		
2 2 ^a	<p>Entrevistador: no de falso y verdadero, sino mas que todo que la respuesta es literal, se puede conseguir literal en el texto</p> <p>Est: Si. es fácil encontrar una respuesta. Aunque, en mi caso, yo muchas veces me detengo y no comprendo del todo bien, porque no tengo todo el vocabulario que requeriría para entender todo el texto completo. Entonces, eso me detiene y de pronto un vocabulario o un grupo de palabras que yo no me sepa me hace cometer errores</p>	<p>Nivel literal</p> <p>Dificultad: vocabulario</p>	<p>Con base en la respuesta de la estudiante, parece ser que las preguntas que formula el docente en su mayoría son de nivel literal</p> <p>La dificultad que la estudiante es vocabulario</p>
3	<p>yo relaciono, depende el sentido que tenga todo el texto, yo dijo "bueno.. puede ser esto, puede ser lo otro" cuando estoy haciendo el examen entonces lo que hago es que saco un papelito en blanco y entonces pongo por ejemplo una palabra que no me sepa. Supongamos que la palabra sea "however", entonces yo la coloco en un papelito en blanco "however" y le coloco signo</p>	<p>Estrategias para superar dificultades de lectura:</p> <p>deducir significado por contexto</p> <p>Resourcing</p>	<p>La estrategia empleadas son relacionar las palabras en el texto para darle sentido.</p> <p>Identificar las palabras, apuntarlas en papel, buscar significado en casa y aprendérselas</p>

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	de interrogación y entonces cuando llego a mi casa las busco todas y me las aprendo ya que no puedo sacar el diccionario porque en el momento estoy haciendo un examen, cuando estoy haciendo un ejercicio si lo hago.		
4	El estudiante no contesta		
5	bueno, de lo que puedo recordar, una lectura acerca de una parte de la historia, pero centrada en el deporte, los Juegos Olimpicos, habla sobre estadios, los primeros estadios que fueron hechos usados para llevar a cabo los Juegos Olimpicos, etc. La intención del autor creo que es ayudarnos o para las personas como yo que tenemos falencias en ese tema, porque sinceramente yo de futbol y juegos como que poco... es obviamente, ayudarnos a entender mas sobre el tema, culturizarnos, este tipo de cosas	REVISAR TEXTO UPSTREAM (next sesión)	
6	Int: en este caso, habría otra dificultad que sería el no tener conocimiento previo sobre el tema. Acaba de decir ahora mismo que no es fanática del futbol St2: ni en español ni en inglés. Esa es la dificultad que tuve	Dificultad al momento de leer: desconocimiento del tema	La estudiante reconoce que una de las dificultades que pueda presentar al momento de leer es el no estar familiarizado con el tema
7	¿qué hago? Aunque uno no tenga mucho	Estrategia de lectura: deducir	Según la respuesta, la estudiante aplica

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	conocimiento sobre el tema, uno siempre tiene algo de conocimiento sobre ese tema. De la misma forma, relaciono, como ya lo había dicho, trato de contextualizar, si la palabra no la entiendo, si no entiendo una frase, trato de buscar algo que me de una pista y que no me haga perder el sentido de todo el texto completo.	sentido del texto	una estrategia de deducir significado por contexto a todo el texto para deducir el significado de este.
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ENTREVISTA 2			
Pregunta	Respuesta	Categoría	Comentarios
1	Lo primero que hice fue leer cuales fueron las oraciones que me daban para contestar si eran falsas o verdaderas. Luego que hice eso, leí todo el texto, pero mientras lo leía trataba de acodarme de las oraciones que había leído antes para situar en diferentes partes del texto donde podían estar las respuestas. Luego si ya iba relacionando cada oración buscándola dentro del texto y respondía ya si era falsa o verdadera	Estrategia personal de lectura	Parece ser que el estudiante es consciente de la existencia de una estrategia que es una combinación entre SKIMMINING y SCANNING, lo cual persigue responder unas preguntas de una prueba o actividad El estudiante lee con un propósito: responder las preguntas leídas previamente
2	La verdad es que las actividades de lectura que hemos hecho durante las clases tienen todas las respuestas dentro del texto. No hay nada que uno deba inferir o pensar o proponer. Simplemente son cosas que ya están dentro del texto	Nivel literal	Según el estudiante, las respuestas a las preguntas que formula el docente en las actividades de lectura se encuentran explícitamente en el texto. En otras

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			palabras, son de nivel literal Las actividades de lectura requieren mínimo esfuerzo para responder
3	Porque pienso que es la mejor forma para responder correctamente una pregunta. Porque primero se debe leer todo para luego si puntualizar en diferentes cosas. Porque ya lo había aprendido antes en diferentes semestres con otros profesores que me recomendaron que hiciera eso antes de responder.	Estrategias de lectura personal (combinación SKIMMING-SCANNING)	El estudiante emplea una estrategia enfocada en la resolución de actividades académicas, tales como ejercicios en clase y pruebas. Dichas estrategias tal vez no funcionen cuando lea textos en la vida real El estudiante se contradice entre lo que hace y lo que le enseñaron acerca de lectura No hay estrategia READING WITH A PURPOSE
3B	Todas estaban en orden	Metodología del docente :	Las actividades de lectura planeadas por el docente apuntan a un nivel literal (ver pregunta 2) además de que las respuestas a las preguntas se encuentran en el mismo orden como aparecen en el texto, lo cual no representa un reto de lectura para el estudiante Las actividades de lectura requieren mínimo esfuerzo

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			para responder
4	Bueno, algunas palabras que no conocía, pero trataba de encontrarle un sentido dentro de la oración para no quedarme ahí varado en cierta manera y no responder las preguntas, pero solamente fue eso	Dificultades de lectura: Vocabulario Estrategia empleada para superar dificultades de lectura : Deducir significado por contexto	La dificultad que presenta el estudiante al momento de leer es vocabulario, La estrategia que emplea es deducir el significado por contexto
4 ^a	Solamente la mire, trate de darle un vistazo por toda la oración y encontré un significado probable y ese fue el que cogí para entender la oración.	Estrategia empleada para superar dificultades de lectura : Deducir significado por contexto	El estudiante utiliza adecuadamente la estrategia de deducir el significado por contexto
5	Fue tratar de darnos una versión de la historia diferente porque fue a través de los estadios. O sea, todo giró en torno a los estadios, cuando comenzaron a hacerse, en que momento dejaron de usarse y cuando fue adquiriendo una cierta importancia. Pienso que es eso porque lo dio desde los principios de la Humanidad hasta ahora		El estudiante a primera vista tiene una idea clara sobre la intención del autor
6	Es así como dice Vanessa, dice la leyenda		El estudiante emplea su conocimiento de L1 para deducir significados de expresiones en L2 (traducción)
6 ^a	Porque no tiene sentido. Hay que leer toda la frase y tratar de llevarla a como uno lo dice en nuestra lengua.	Estrategia de lectura: Relacionar conocimiento de L1 con L2	
7			

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8	<p>Pues si, si hay una relación estrecha por lo que cada una de las exposiciones fue sacada del mismo texto. En todas las lecturas hay temas que tienen que ver con la cultura, obviamente lleva inmerso gramática porque son textos escritos. Entonces, la gramática está en el texto que se hace necesario entenderla primero para luego poder leer y entender de qué se trataba todo. Y la cultura porque es necesaria que se enseñe para luego poder entender las expresiones como el Graffiti, como cuales son las actividades que ellos hacen en la noche, en el día en el colegio</p>	Creencia del estudiante sobre la lengua	<p>El estudiante cree que solo en los textos escritos aparece la gramática, lo cual es erróneo</p> <p>Para poder leer se necesita un conocimiento gramatical alto</p> <p>La respuesta que da el estudiante sobre la relación de los textos con base en el aspecto cultural no tiene un soporte valido</p> <p>Esta creencia posiblemente influya en la manera como lee los textos</p>
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XI. Analysis Think Aloud Students 1 and 2

1- RODRIGUEZ, ELMER			
Pregunta	Respuesta	Categoría	Comentarios
1 ^a	Ok. Lo hice de manera literal porque no vi necesidad de replantearla una respuesta que está clara y se puede tomar sin necesidad de alterarla. Entonces, pues simplemente la tomé así.		El estudiante copia literalmente la información
1B	Ok. Bueno, primero había leído todo el texto, subrayando algunas partes, palabras, frases que me parecieron importantes y relevantes del texto. Entonces, cuando vi la pregunta, fui a esas cosas, a esas frases o palabras que había subrayado y me di cuenta que en una de esas está la respuesta y pues la tomé y la escribí allí	Estrategia de lectura Subrayado e identificación de palabras claves	Parece ser que el estudiante conoce la estrategia de SCANNING, pero no la usa porque tal vez no confió en su utilidad. Por ende, lee todo el texto El estudiante lee todo el texto, luego emplea una especie de SCANNING con palabras y frases que considera relevantes y las asocia con la pregunta a responder
2A	Bueno, en esta si tuve de pronto no tomarla tan literal, pero si replantear las cosas porque la respuesta estaba en más de tres líneas aproximadamente. Entonces, lo que hice fue mirar y tratar de resumir un poco de lo que se trataba y construí la respuesta como tal	Estrategia de lectura: resumen	El estudiante resume la información a fin de acortar la misma
2B	Bueno, tomando las partes más importantes de las frases, que como dije eran alrededor de unas 3 o 4 líneas, tomé los elementos	Estrategia de lectura identificación de palabras y frases	El estudiante identifica palabras y frases claves para resumir

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	más importantes , los fui juntando hasta que llegué a una frase como tal de respuesta	claves para construir respuesta	
3A	Bueno, ese también es un replanteamiento de la frase original... y bueno y la manera como lo respondí fue porque. Bueno, de hecho, esa fue una de las más fáciles en responder porque en la lectura rápida que hice al principio, ehh, cuando vi la pregunta, sencillamente me acordé de lo que había leído y no tuve necesidad de irme nuevamente al texto. Simplemente, la respondí como me acordé que lo había leído y pues, fue así como di con la respuesta	Estrategia de lectura: Skimming Parafraseo	El estudiante emplea SKIMMING para leer globalmente el texto y asociar algunas piezas de información con las preguntas con base en lo que recuerda. Acto seguido, parafrasea la respuesta
3B	Sería básicamente lo mismo que respondí antes: simplemente leí, entendí de que se trataba y comencé a escribir de acuerdo a lo que recordaba y llegue a una frase en concreto	Estrategia de lectura: leer rápidamente el texto , que se podría considerar como SKIMMING y responder aquello que en su momento recuerda casi de manera inmediata y sin necesidad de realizar nuevos intentos de lectura	El estudiante emplea SKIMMING para leer el texto y asociar algunas piezas de información con las preguntas con base en lo que recuerda.
4A	Esa fue la última pregunta que respondí. Fue un tanto complicada. Me tocó leer nuevamente el texto y no hallé la respuesta, pero, luego después de haber respondido todas, ehh,	Estrategia de lectura Inferencia	El estudiante hace inferencia por oposición a nivel léxico (small- large)

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	nuevamente, como la primera, las ultimas preguntas me llevan a la primera y tercera línea, me tocó leerla con un poco más de detenimiento, entonces pude responder a la cuarta centrándome en la primera línea, que fue donde creo yo encontré la respuesta esa interrogante		
4B	Bueno, en la línea en realidad hablan acerca de específicamente peces pequeños. Entonces, pues, como dice que es peces pequeños, lo que me pude imaginar pues era que la única manera no pudieran o eran menos probable que estuvieran en un fish school, era que fueran grandes. Entonces..	Estrategia de lectura: Inferencia	El estudiante hace inferencia por oposición a nivel léxico (small- large)
5A	Bueno, respondí de esa forma porque esa fue la impresión que me dio. Más que de pronto sostener algún pensamiento o persuadir a alguien de pensar algo, simplemente estaba informando	Estrategia de lectura: reconocer intención del autor	Parece ser que el estudiante no tiene una idea clara del porqué el autor del texto pretende informar sobre un tema o aspecto específico.
5B	Saber que estaba informando y no argumentando algo, simplemente tuve que mirar las palabras que usaba, los verbos, mirar si de pronto en algún momento el texto colocaba una opinión propia, pero fue todo muy fuera de él. No había como una opinión de él, simplemente juntaba textos de lo que me imagino tuvo que haber leído	Estrategia de lectura para identificar intención del autor: identificar verbos o palabras relacionadas con la función de informar al igual que la identificación del	El estudiante parece ser que tiene confusión con la creación de textos argumentativos. El estudiante identifica la intención del autor. Sin embargo el procedimiento no es el adecuado

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	para crear el texto y lo colocó ahí	tono del autor (personal o impersonal)	
6 ^a	Bueno, aquí respondí que podría ser a cualquier persona que tuviera un interés especial en el tema, porque bueno no tuve que ser un especialista en el tema para entender lo que estaba hablando. Es un texto que se puede entender fácilmente pues si se conoce el vocabulario que contiene, y por eso me parece que a cualquier persona podría dirigírsele este texto	Estrategia de lectura: identificar la audiencia o tipo de lector el artículo podría involucrar	El estudiante considera que el texto podría estar dirigido a cualquier persona interesada en este tema, cuyo vocabulario él entendió.
6B	Porque analizando un poco la manera como está escrita, las palabras que utiliza, en fin, todas estas cosas, me doy cuenta que no utilizó un lenguaje muy técnico, un lenguaje demasiado difícil de entender para una persona que no tiene conocimientos en el tema. Entonces, fue así como llegué a esa conclusión	Estrategia para identificar posible audiencia o tipo de lector Analiza el tipo de lenguaje que el autor emplea, el tipo de palabras que emplea	El estudiante informa que el tipo de lenguaje y las palabras que emplea facilitan la comprensión del texto y por ello, la audiencia podría ser cualquier persona
7 ^a	Bueno, lo cierto es que ninguna de las dos palabras está definidas en el texto, pero digamos que pude inferir por lo que leí más o menos de que se trataba. Por lo menos, en la primera palabra que pregunta, que sería la siete, SCHOOL no estaba claro allí que significaba un AQUATIC SCHOOL, pero pude entenderlo por lo que decían en todo el texto. Entonces ,	Estrategia de lectura: identificar significados de palabras desconocidas	El estudiante argumenta que pudo identificar el significado de la palabra SCHOOL por el contexto del texto

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	pues coloqué lo que creí que significa		
7B	Como no están claramente definidas, me tocó pues inferir de contexto. Esto, como le dijo también tener en cuenta la imagen mental que se me pasó por la mente. Fue así como llegué a esas respuestas básicamente	Estrategia de lectura: identificar significados de palabras desconocidas	El estudiante argumenta que pudo identificar el significado de la palabra SCHOOL por el contexto del texto
8 ^a	En la 8, bueno, no estoy muy seguro de la respuesta. En realidad, no había visto esa palabra antes, pero no sé, de pronto fue la imagen mental que me creó el leer esa palabra. Por eso, lo coloqué así	Estrategia de lectura: identificar significados de palabras desconocidas	El estudiante recurre a la creación de una imagen/ representación mental a fin de identificar el significado de la palabra desconocida
8B	Como no están claramente definidas, me tocó pues inferir de contexto. Esto, como le dijo también tener en cuenta la imagen mental que se me pasó por la mente. Fue así como llegué a esas respuestas básicamente	Estrategia de lectura: identificar significados de palabras desconocidas	El estudiante emplea las estrategias de identificar el significado por contexto al igual que imagen mental (IMAGERY)
9	¿Dificultades? Bueno, de pronto la única dificultad es que no relacionado con este tipo de temas. No estoy acostumbrado a leer acerca de estos temas de biología, pero una dificultad así como demasiado grande, en realidad no. Simplemente eso, como no estoy tan relacionado con ese tipo de temas, de pronto toca leer detenidamente para no tener ningún detalle o de pronto algo que yo piense que	Dificultad de lectura : familiaridad del tema	El estudiante reconoce que su mayor dificultad al momento de leer fue su poca familiaridad con el tema

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	puede ser, pero que en realidad no es tan simple. Pues, básicamente eso		
10	Pues, fue básicamente leer detenidamente, sin volarme pedazos, fragmentos, sin traer de pronto al momento de la lectura cosas que puede que en algún momento llegue a saber. Simplemente, concentrarme en lo que el autor está diciendo , lo que estaba proponiendo, leer detenidamente y algunas palabras que de pronto no logré entender exactamente, tratar de inferir su contexto	<p>Estrategias para superar problemas de lectura</p> <p>Concepto erróneo de la lectura</p>	<p>El estudiante espera que el texto le de toda las respuestas</p> <p>Misbelief or misconception about Reading</p>

1- ORTEGA, KEVIN			
Pregunta	Respuesta	Categoría	Comentarios
1A	Yo lo que hice fue revisar el texto. Aparte, se refería a los movimientos de los bancos de peces y me referí casi que explícitamente a eso, solo que traté de parafrasearla un poco	Estrategia de lectura para hallar información de orden literal	El estudiante lee globalmente el texto (READING FOR GIST) a fin de identificar el tema e información general e ideas específicas. Además, parafraseó a fin de evitar copiarla literalmente

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1B	<p>Bueno, primero la parte que hablan que los peces se mueven en formaciones como bastante apretadas o cercanas uno del otro, y luego teniendo en cuenta eso como base, agregué los otros detalles, como que son diferentes formas de mover: pueden ser ordenadas geométricas, o como menciona más adelante, puede ser en forma de horda que no es una forma específica. De pronto, otra parte u otro detalle que agregué fue la parte donde que a veces cambian, se expanden un poco a la hora de comer, como para cuidarse por grupos más pequeños y luego se vuelven a juntar, y por último, las edades, pues peces más maduros, tienden a tener una vida más solitaria</p>	<p>Estrategia de lectura para hallar información de orden literal : Reading for gist/ SKIMMING para identificar ideas principales e informacion especifica .</p> <p>Parafraseo e inclusion de informacion extra</p>	<p>El estudiante lee globalmente el texto (READING FOR GIST) a fin de identificar el tema e información general e ideas específicas. Además, parafraseó y añadió información a fin de evitar copiarla literalmente</p>
2A	<p>Bueno, realmente esto fue verlo en el texto como ver la pregunta y encontrarla en el texto. Estaba bastante explicita. Solamente copié y cambié un poquito se puede decir, solamente el orden adaptando la respuesta a la información que estaba en el texto</p>	<p>Estrategia de lectura para hallar información de orden literal : Empleo de SCANNING y parafraseo</p>	<p>El estudiante es consciente de cuando escribir literal y cuando parafrasear la información a fin de responder de manera más puntual</p>
2B	<p>Bueno, la pregunta dice ¿qué promueve los bancos? ¿Qué promueve la unión de peces?, y en el texto esta explícitamente que promovía: la supervivencia del grupo o</p>	<p>Estrategia de lectura SCANNING (palabras y frases claves para</p>	<p>Parece ser que el estudiante tiene cierta idea de la función que cumple SCANNING</p>

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	su mayoría en caso de que un depredador lo vaya a atacar	construir respuesta)	
3A	Bueno, esta pregunta era un poco más profunda porque había que inferir, y exactamente se basó en una parte del texto, fue una parte muy explícita. Decía pues que cuando un depredador se acercaba, el hecho de estar ahí en banco, aseguraba que solo una pequeña parte del banco iba a ser devorado, iba a morir, y aseguraba que la mayoría pueda seguir sobreviviendo	Estrategia de lectura: Inferir información	El estudiante está consciente que ciertas preguntas requieren inferencia al igual que localizar en que parte del texto podría estar la información base para realizar dicho proceso
3B	Bueno, revisé la pregunta ¿Qué puede ser inferido cuando un depredador ataca un banco de peces?, me fui al texto en la parte que específicamente decía eso, y respondí basado en la misma pregunta para armar mi respuesta	Estrategia de lectura: Uso de SCANNING e INFERYING	El estudiante emplea SCANNING para ubica dentro del texto la información base para inferir
4A	Bueno, la pregunta se refiere a los que, less likely, menos posibilidades tienen de estar en un banco, en el texto habla específicamente un poquito al respecto es que son los peces más maduros. Pues , tienden a vivir vidas más solitarias y creo que me fui a esa parte	Estrategia de lectura para identificar información a nivel inferencial	El estudiante emplea SKIMMING, READING FOR GIST al igual que INFERYING para inferir información
4B	Bueno, como mencionaba anteriormente, hablaba sobre cuáles son los tipos de peces	Estrategia de lectura: Inferencia	El nivel de inferencia del estudiante parecer ser de nivel alto.

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	que son menos probables, menos propensos a encontrarse en un banco y el texto hace referencia a esto que son los peces que tienden a ser maduros, siendo que los más jóvenes van en grupo para protegerse. Ya cuando tienen cierta edad se van del grupo, del cardumen		
5A	Bueno, con la parte de la intención del autor, yo recuerdo que yo aprendí un poco sobre esto de cómo es el tipo de texto, y están los textos narrativos, informativos y yo me basé en esto y recordé que realmente no... esto me hizo recordar y me referí a eso: que el texto pues presenta la información sobre el comportamiento del cardumen o banco de peces	Estrategia de lectura: reconocer intención del autor	El estudiante tiene conocimientos previos sobre tipos de texto, lo cual ayudó a identificar la intención del autor
5B	Bueno, parafraseé la pregunta de manera que ella misma pudiera responderse a sí misma y saqué lo que yo pensé era la intención del autor del texto	Estrategia de lectura para identificar intención del autor: Parafraseo	El estudiante parafrasea para identificar la intención del autor
6 ^a	Bueno, yo pensé.. originalmente yo pensé en hacer una especie de "trampa", en el sentido que quería poner "este texto es usado en los exámenes de inglés para probarnos nosotros los estudiantes de Idiomas", pero pensé que de pronto podría ser algo	Estrategia de lectura: identificar la audiencia o tipo de lector el artículo podría involucrar	El estudiante inicialmente sabía la intención del texto: probar nivel de lectura en un examen internacional (TOEFL). No obstante, decidió ser honesto y

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	<p>inapropiado por el momento y decidí hacer lo que debería hacer y decidí responder de esa manera</p>		<p>responder empleando parafraseo.</p>
6B	<p>Bueno, pensé en el tipo de texto, me base en el vocabulario que tenia el texto y pensé "bueno, este es un vocabulario para un texto informativo en mi opinión, en mi opinión es informativo". Entonces las principales personas que se les crea este tipo de texto son estudiantes o personas que están interesadas en el tema, y pues me basé más que todo el aspecto de estudiantes y dije : bueno, este texto tiene bastante información, el profesor se los da a los estudiantes para que ellos aprendan obviamente, pero para que también comenten al respecto. El texto al final nos deja una duda realmente de cómo hacen ellos para mantenerse en esa formación , por qué tan cerradas</p>	<p>Estrategia para identificar posible audiencia o tipo de lector</p> <p>Analiza el tipo de lenguaje que el autor emplea, el tipo de palabras que emplea</p>	<p>El estudiante informa que el tipo de vocabulario está relacionado con el tipo de texto (informativo) y con ello, el tipo de personas que pueden ser el target group: estudiantes que quieran aprender y discutir sobre el tema</p>
7 ^a	<p>Bueno, las dos preguntas, ambas son específicas en donde encontrar la respuesta. Por lo tanto, me fui a las recomendaciones que tenían las preguntas: la siete dice la línea 1 y la ocho la línea 3. Entonces,</p>	<p>Estrategia de lectura: identificar significados de palabras desconocidas</p>	<p>El estudiante emplea SCANNING para identificar su significado</p>

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	solamente saqué lo que.. leí por supuesto las líneas que estaban ahí nombradas y respondí basado en eso		
7B	En el caso de los bancos de peces o cardúmenes de peces, no sé realmente el significado, me basé en la definición que está escrita en la primera línea que dice que es una formación o un grupo de peces , grupo de pequeños peces que andan en grupos que son bastante cercano, que no tienen mucho espacio entre ellos.	Estrategia de lectura: identificar significados de palabras desconocidas	El estudiante empleo SCANNING para identificar el significado y parecer ser lo encontró de manera literal
8ª	Bueno, las dos preguntas, ambas son específicas en donde encontrar la respuesta. Por lo tanto, me fui a las recomendaciones que tenían las preguntas: la siete dice la línea 1 y la ocho la línea 3. Entonces, solamente saqué lo que.. leí por supuesto las líneas que estaban ahí nombradas y respondí basado en eso	Estrategia de lectura: identificar significados de palabras desconocidas	El estudiante empleo SCANNING para identificar el significado y parecer ser lo encontró de manera literal
8B	Con respecto a la pregunta ocho, pues, vi que en la línea 3 se refería a las formas que llevaban ese cardumen o banco de peces, y dado que la otra forma era geométrica, por eso inferí que era la forma contraria, que era pues si andaban en grupo no llevan una forma geométrica	Estrategia de lectura: identificar significados de palabras desconocidas	El estudiante emplea las estrategias SCANNING e INFERYING. Este último, lo realizó basado en opuestos
9	Bueno, ¿qué dificultades tuve realmente?: una que otra	Dificultad de	El estudiante

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	<p>palabra. De pronto no conocía ese significado, pero no fue ningún impedimento porque fue capaz de sacar el contexto. Más específicamente la palabra SHEER es un poco difícil. Fuera de eso, de pronto ROSE que en el momento no sé qué significa, pero el resto fue bastante un vocabulario que uno va aprendiendo en un ambiente de lengua inglesa, así que realmente no fue muy difícil.</p>	<p>lectura : vocabulario</p>	<p>reconoce que su mayor dificultad al momento de leer fue vocabulario. No obstante, varias palabras fueron deducidas por contexto. Algunas palabras aun las desconoce</p>
10	<p>Bueno, dado que yo llevaba hasta el punto donde aparecen las dos palabras, yo llevaba una idea desarrollada que el texto me daba, yo nada más tuve que inferir que querría decir con la palabra específica. En el caso de la palabra SHEER, dice que unas.. se derivan de los números, debe ser los números , digamos muchos, la cantidad de peces que hay para que puedan asegurar la sobrevivencia. La otra palabra que es ROSE, ahora pienso que es ronda o trazas. Yo pensé que era un tipo de estructura, un tipo específico del parte del cuerpo de un pez donde están los poros que tienen los canales de fluido</p>	<p>Estrategias para superar problemas de lectura</p>	<p>El estudiante superó esta dificultad al inferir ciertos significados por contextos, otros al relacionar la palabra con el texto completo y no una parte específica del mismo, otras por medio del conocimiento que fue adquiriendo del tema mientras leía.</p>

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